

THE CHRONICLE

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Quote, Unquote

News Summary: Page A3

"It may turn out that a free society cannot really prevent crime."
A professor of public policy, on crime and human nature: A40

"Contrary to those snobs among intellectuals and campaign consultants who view voters as unwashed clods, scholarly research of recent years demonstrates that the electorate acts reasonably."
A professor of political science, on electoral reform: B1

"We're just trying to figure out where the bleeding's going to stop."
A college football coach, on scholarship and staffing cuts: A29

"The highly intrusive language of the bill micromanages some of our important programs."
The NIH's Bernadine P. Healy, on legislation to improve research on women's health: A21

"This is the really great part about this. You can take a note and sculpt it. That's what composition is to me. It's sculpting."
An associate professor of music composition, on computer music: A5

"The brain drain has stabilized. A lot of people are leaving, but there's always been an import and export of talent from Hong Kong."
The former head of the Hong Kong bureau of the Institute of International Education: A32

"The rich seem to be getting richer, and the poor seem to be getting poorer."
The director of a study of faculty salaries: A11

"Since this is our third run at computerization, there is a certain skepticism."
A museum official who is working on a catalog of her collection: A15

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Recession Takes Toll on U.S. Student Aid

Work-study gap, rising loan defaults follow report of big Pell Grant deficit

By THOMAS J. DeLOUGHRY

WASHINGTON
The recession is taking a toll on federal student-aid programs:

■ As the 1991-92 academic year ended, many colleges found that they did not have enough money from the College Work-Study program to provide jobs to eligible students, more of whom were turning to the program because of the recession. Institutions had to either find extra money from other sources or reduce students' work hours. Many are expecting the same problem next year.

■ Some student-aid officials also report that the nation's economic woes are causing more student-loan defaults. The Education Department has estimated that defaults will

Continued on Page A20

A student in the work-study program at Youngstown State University arranges a museum display case.





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Scholarship

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A new study tries to show how chronic hunger and poverty affect mothers' responses to their children: A7

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Business professors have supplanted engineers as the institutions' top wage earners, a national survey shows, but engineers still lead at private colleges: A11

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Athletics

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Many people want to improve the way we elect Presidents, a professor of political science says, but reformers must be sure they 'do no harm.' Opinion: B1

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In an effort to win money for science institutes, Russia has formed an American corporation to solicit commercial contracts for research: A32

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Five years before it is to be turned over to China, the British colony is seeking to double the number of places for first-year students: A32

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Arts

"Picturing New York" offers a selection of 82 works: B48

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MARGINALIA

Headline in *The Daily Aztec*, the student paper at San Diego State University:

JUVENILES ARRESTED
FOR ATTEMPTED
PARKING STRUCTURE THEFT
Too heavy for them, probably.

Note in *Pipeline*, a weekly newsletter at Northwestern College:

"According to the Student Handbook (page 13), 'shorts and athletic wear are strongly discouraged because of the professional nature of these facilities and for reasons of discretion. If they are worn, they should reflect modesty and concern for the convictions of others. The length of all attire should approximate the knee for the Classroom, Dining Hall, Chapel and Library during normal business hours.' Don't be surprised if you are asked to go back to your room and change your shorts/skirt if they are too short. STUDENTS WHO CONSISTENTLY WEAR SHORTS/SKIRTS INAPPROPRIATE IN LENGTH WILL LOSE THE PRIVILEGE OF WEARING THEM AT ALL."

We blush at the thought.

Then there's this headline from the *Sauk Valley Community College Scout*:

NOTHING IN THE
SPORTS BRIEFS
THIS WEEK

Letter circulated at Monroe Community College:

"May 1, 1992 has past ... You say, so what ... What was May 1st ... It was the deadline for submission of Educational Session proposals for the 1992 ACU-I Region II Conference in Poughkeepsie, New York, November 13-15, 1992!!!!!! To date, we have only five proposals ... HELP!!! HELP!!! HELP!!! ..."

"I look forward to a response from all of us who want to share our visions in order to benefit the role we play on our campuses. Please submit a proposal even if you are not 100% sure you can attend due to budgets. We will cross that bridge when it gets here."

What's its E.T.A.?

Headline in the *Tulsa (Okla.) World*, over a story about an event at the University of Tulsa:

RUSSIAN ICON, MINIATURE ARTIST
SETS LECTURE AT TU
They're lowering the lectern, of course?

Notice in *ETS Access*, the staff paper at Educational Testing Service:

"The gender differences interest group meeting has been rescheduled to Tuesday, May 19, from noon to 2 p.m. in Conant Lounge A."

We're afraid to ask.

—C.O.

In Brief

Iowa will sell
university TV station

AMES, IOWA—The Iowa Board of Regents will proceed with a plan to sell a commercial television station owned by Iowa State University after the state's Governor last week vetoed a bill that would have prevented the sale.

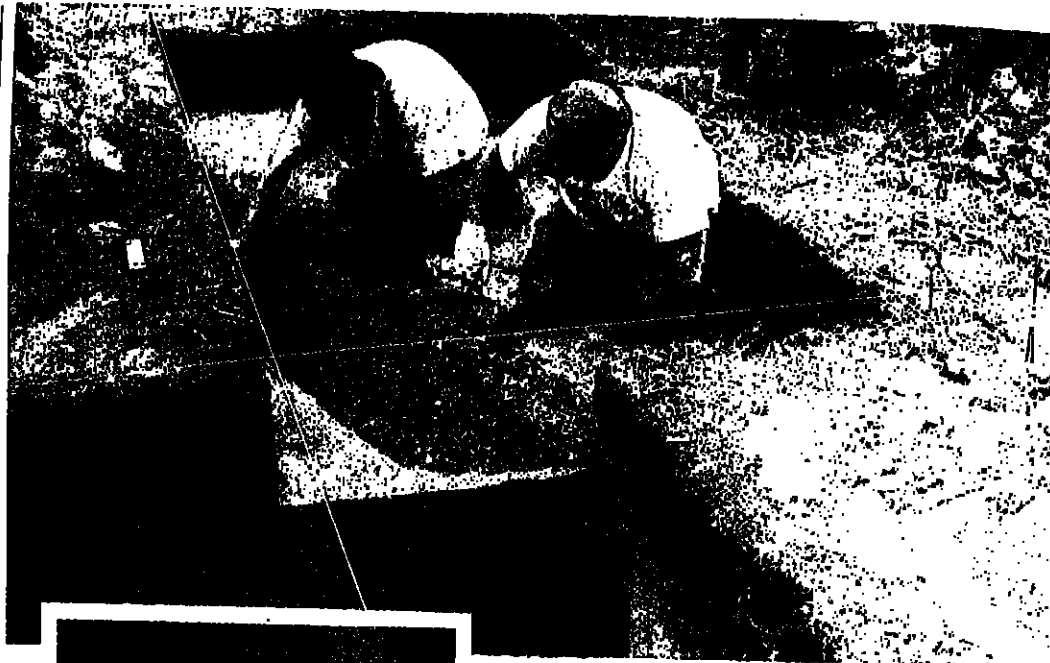
Martin C. Jischke, the university's president, had recommended against the sale, and many students, professors, and alumni agreed, calling the station an irreplaceable asset. But the regents voted 6 to 3 to pursue an offer from a New York company to buy it for \$14-million. The regents said the proceeds would support other campus programs.

Only two public universities are said to own commercial stations, Iowa State and the University of Missouri at Columbia.

Police blame dean
for student drinking

MORAGA, CAL.—The dean of student affairs at Saint Mary's College of California was issued a citation by police for permitting the consumption of alcoholic beverages by underage students at a senior graduation picnic held on the campus.

Ronald Travenick was cited because he was supervising the picnic, where minors were drinking beer, a police spokesman said. The citation charges him with contributing to the delinquency of



Students make unexpected find

CONWAY, S.C.—Students in an archaeology course at the University of South Carolina's Coastal Carolina College stumbled onto a Colonial house site dating to the early 1700's. They had been looking for the remains of a trading outpost. Instead, they dug up artifacts, including a square "case bottle" (left), probably used to hold alcohol.



minors and with allowing minors under his supervision to consume alcoholic beverages, both misdemeanors.

In a statement, the college said the picnic was sponsored by student groups, which agreed not to serve alcohol to minors. The college said it would have no other comment until officials investigated the incident.

Medical school holds
service for donors

DENVER—In an unusual event last month at the University of Colorado Health Sciences Center, students and staff members commemorated people who had donated their bodies to the teaching hospital, or whose bodies had been donated by their families.

About 140 people—medical students, faculty members, and family members—attended the service, which was held on a lawn outside the medical school.

This was the third year the university sponsored the event. It was organized by the medical school's freshman class to increase students' respect for the cadavers they use to learn anatomy.

During the service, three medical students sang in Hebrew and in English, and one student, Eliot Bruhl, co-president of the freshman class, read a poem he had written about life as a medical student and the importance of cadavers to students' understanding of the human body.



George stands watch

LEXINGTON, VA.—After two years of work, a new bronze statue of George Washington now stands guard atop Washington and Lee University's Washington Hall (above).

Old George, the 146-year-old wooden original, had suffered steady deterioration from rain, woodpeckers, and student pranks. The wooden statue was painted white, except when pranksters coated it in assorted bright colors. The bronze replica, which depicts the first U.S. President holding a sword and diploma, also is painted white.

Corrections

■ Because the University of Alaska at Anchorage provided incorrect information, an item about an art exhibit at the university, "Eros Censored," (*The Chronicle*, May 13) incorrectly reported that the exhibit had been organized by the Alaska Humanities Forum. The exhibit was organized by the university's art department. The university required

people interested in viewing the exhibit to be at least 21 years old, not 18 as reported.

■ The name of the founder of the Society for the History of Authorship, Reading, and Publishing (*The Chronicle*, April 22) was incorrect. The society was founded by Jonathan Rose of Drew University and Simon Elliot of Britain's Open University.

Donor challenges college
to physical tests

PORTLAND, ORE.—About 1,500 professors, students, and alumni earned \$1-million last month for Lewis & Clark College by climbing ropes, doing push-ups, and performing other exercises.

They had accepted a challenge from Robert B. Pamplin, Jr., a businessman and chairman of the college's board, who promised to give \$25,000 to help expand the college's library each time a person beat him at one of four arduous activities. He promised up to \$1,000 when someone beat him at five less-strenuous tests.

Mr. Pamplin, 50, works out every day and can climb a 16-foot rope in 7.9 seconds (right).

Psychology students
protest program changes

DETROIT — Graduate students in clinical psychology at the University of Detroit Mercy ended 11 days of picketing the administration building last month but said they still had concerns about the direction of the doctoral program.

As many as 35 of the 110 Ph.D. students picketed to demonstrate against recent program changes they say will shift the program's emphasis from patient treatment to research. The students complained that the university was unfairly changing their course of study.

A university spokesman said the focus of the program would remain on clinical training. He noted that the changes, which expand course choice and decrease the number of required credit hours, will not affect students already enrolled in the program.

Stanford U. dean
resigns after arrest

STANFORD, CAL.—An assistant dean of students at Stanford University resigned last week after being arrested on charges that he had secretly videotaped a female student while she undressed in his apartment.

Stanford police said the student reported the incident. They arrested Keith Archuleta, who was in charge of the Black Community Services Center, which offers educational and cultural programs for students. He had been a dean for four years.

The student said she had gone to Mr. Archuleta's apartment to pose clothed for a photographic study he had said he was working on. The videotaping occurred while she was changing her clothes. Mr. Archuleta's case may be prosecuted as a misdemeanor or a felony, police said.



University helps Indians regain lost culture

BERKELEY, CAL.—Photographs, audio recordings, and field notes of early anthropologists that depict American Indian life in California history are being duplicated at the University of California at Berkeley and placed in 20 county libraries in Northern California.

The materials, located in 13 museums and archives on the campus, will be more accessible to American Indians and help them

regain some of the culture they have lost.

An American Indian leader, Keith "White Wolf" James, said the project was important because most members of the nearly 100 Native American tribes in California knew or remembered little about their heritage.

Above, two women at the library in Lake County browse through some of the documents reproduced by Berkeley.

PORTRAIT

Sculpting Music at the Keyboard of a Computer

DAVID L. WILSON

KANSAS CITY, MO. The audience has called James C. Moberley back on stage yet again, where the conductor of the Kansas City Symphony literally shoves him onto the platform normally reserved for those wielding a baton.

Mr. Moberley surrenders to the inevitable and takes another bow. He is immersed in the cheers that greet the world premiere of his latest work, "Déjà Voyages," his first as composer in residence for the symphony.

Composers require a performance for job satisfaction. But Mr. Moberley, who is most noted for his works that use music generated by computers, spends most of his time teaching music composition as an associate professor at the University of Missouri's campus here. Although his latest composition for the symphony was created entirely with traditional orchestra instruments, "Déjà Voyages" was heavily influenced by previous works that used computer-generated sounds.

Mr. Moberley recently received a Guggenheim grant to produce two pieces—one a piano concerto and the other for an upright bass and computer-generated tones.

Mr. Moberley directs the university's Music Production and Computer Technology Center, which he helped found in 1985, two years after he arrived at the university. The center offers students a technically sophisticated environment to learn how to use computers to produce and compose music.

Susan M. Frannino, general manager of the Kansas City Symphony, says the center "has produced a lot of new composers who are creating new and valuable works."

She adds, however, that Mr. Moberley did not get his appointment because of his expertise with computer music. "We offered him the position because he's a good composer, and because he's had an enormous impact on the music community," she says.

Mr. Moberley says the computer is best used to manufacture sounds that are physically impossible for musicians to create using traditional instruments. "For my money, there's no point in expending all the energy required to precisely simulate the kind of variety you get in a live performance when you can just use live sound."

A Soft, Oboe-Like Tone

But Mr. Moberley says even gifted performers and composers are limited by the physical constraints of the flesh and the instrument. "The classic example is the lowest note on the oboe," he says. "It's impossible to play that note softly, no matter how good the oboist." But a computer can generate a soft, oboe-like tone of that lowest note.

He demonstrates this in his laboratory at the university. Seated at a computer keyboard, Mr. Moberley taps a few keys, and several columns of numbers appear on the screen. He highlights a row of them, hits another key, and speakers connected to the computer emit



James C. Moberley: "Computers give us perfect control over every element of the music."

the sound of a bow rubbing against a violin string. Mr. Moberley alters some numbers and another sound is heard, this one much deeper.

"This note's not available on the violin," he says. "It's about a third too low." He thinks for a moment and qualifies the declaration. "Well, you could lower the string, but you'd run into serious problems. Things like the clarinet go only so low and so high. The fingers can only move so fast. With the

"Music doesn't always have to speak pretty. It can speak of nightmares and fingers on chalkboards and atomic bombs."

computer, those limitations no longer exist."

Mr. Moberley developed his own algorithm to produce the sounds. By altering numbers in the computer program, he can create almost any sound he can imagine.

When Mr. Moberley received his B.A. in classical guitar from the University of North Carolina at Chapel Hill in 1978, he was beginning to lose interest in the primitive sound synthesizers available. By the time he received his doctorate in music from Case Western Reserve University in 1982, the new breed of desktop computers offered considerably more power.

Composers and musicians are fascinated by the precision offered by machines. "Computers give us perfect control over every element of the music," he says.

But why, his visitor delicately inquires, do so many people vouch for

the thought of music generated by a computer?

Mr. Moberley nods. "I'm hip," he says, lapsing into the argot of the musician. "I think there's a whole lot of cold stuff out there that's been written just because people say, 'Well, I wonder what it sounds like if I do this?'"

"Believe me," he says, "I've heard stuff that makes you physically ill. It's not pretty." He pauses and stares for a moment. He makes some noises come out of the computer. "But music doesn't always have to speak pretty. It can speak of nightmares and fingers on chalkboards and atomic bombs, because that's all part of our world."

Advice for Programmers

He has some advice for those who approach music making on a computer as a challenge in programming. "Those composers should restrict the output to giving papers," he suggests. "If you haven't put any of yourself into the piece, do it as a lecture. Don't put it on a stage or a recording, because it invites an unfair comparison."

Mr. Moberley also points out that while some of the skills needed to make quality music on a traditional instrument differ from those needed to create music on a computer—physical dexterity, for example—the creation of good music is still an art. "The computer is a musical instrument. If you don't have the artistic sensibility, then no matter how well you play the trumpet it won't sound good. The same thing is true with a computer."

He continues to play with the sounds stored in the computer, bending them, altering them in ways both subtle and obvious. "This is the really great part about this," he says. "You can take a note and sculpt it. That's what composition is to me. It's sculpting."

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Footnotes

As the result of a study that found many misleading drug advertisements in medical journals, scientists who serve as peer reviewers could find themselves with more work.

The study, conducted by researchers at the University of California at Los Angeles and reported last week in the *Annals of Internal Medicine*, led one federal official to suggest that the Food and Drug Administration ask peer reviewers from outside the agency to check the scientific accuracy of drug ads. Richard P. Kusserow, the Inspector General for the Department of Health and Human Services, commissioned the study and made the recommendation that the FDA seek outside help.

In the study, the UCLA researchers contacted physicians who regularly review medical journal articles and pharmacists from drug-information programs at seven university medical centers.

The pharmacists and physicians reviewed 109 advertisements in 10 journals and found an average of 4.3 instances of inadequate, misleading, or inappropriate information in each advertisement.

In an editorial, two *Annals* editors questioned whether advertisements should have to meet the same standards as articles. But the editors recommended creating a national review board to help journals screen out misleading ads.

Two recent actions have cleared the way for astronomers at the University of Arizona to complete the construction of a controversial observatory on nearby Mount Graham.

A federal judge dismissed a lawsuit filed by the Apache Survival Coalition, which sought to prohibit the development on a site that some Apache Indians say is sacred to their tribe. The Indians and environmentalists contended in the lawsuit that the university and the U.S. Forest Service, which manages the Coronado National Forest where Mount Graham is located, made little effort to notify a local Apache tribe about the proposed observatory.

Judge William P. Copple of the U.S. District Court in Phoenix ruled that the forest service had "put forth an extensive effort over a six-year period" to obtain public advice.

Two telescopes are now being built by the university on a 10,500-foot peak of Mount Graham, which is 75 miles northeast of Tucson. Plans to construct a third telescope had been in jeopardy after the Ohio State University withdrew last fall from a partnership that included Arizona and Italy's Arcetri Astrophysical Observatory.

But last month the partnership received a commitment from the Research Corporation of Tucson to underwrite up to \$7.5-million of the cost of building a single-mirror version of the telescope. Arizona officials said a second mirror would be added later.

Scholarship



Berkeley's Nancy Scheper-Hughes: "I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice."

Mother Love and Infant Death in a Brazilian Shantytown

New book in critical medical anthropology questions commonly accepted model of maternal bonding

By Ellen K. Coughlin



Where infant death is routine, ideas about maternal love can be turned upside down. Terezinha, a Brazilian shantytown mother, holds her sick baby, Edison, in 1982.

Among the people Nancy Scheper-Hughes came to know during her fieldwork on the Alto da Cruzeiro, a shantytown in northeastern Brazil, was a young woman named Terezinha.

On Ms. Scheper-Hughes's first research trip to the Alto in 1982, she found Terezinha's baby boy, Edison, sickly and seriously malnourished. His mother was certain he was dying of *gasto*, or a progressive wasting, one of an array of symptoms the shantytown women attributed to what they called "child sickness." Terezinha spoke matter-of-factly of the boy's refusal to swallow more than a few spoonfuls of gruel each day, and she rarely held him.

Alive, but Not Well

Shortly after Ms. Scheper-Hughes left the town, Edison's condition became much worse. Terezinha took him to the local hospital clinic, but then refused to leave him there. She wanted to take him home to die, she later told the anthropologist.

"I just left him quietly in his hammock," she said. "I didn't want to bother him anymore."

When Ms. Scheper-Hughes returned to Continued on Following Page

Study of Impoverished Brazilian Community Challenges Ideas About Mother Love

Continued From Preceding Page
the Alto for more field research in 1987, Edison, to her surprise, was still alive, if not exactly well. Almost seven, he was closer to the size of a four-year-old. His father, it turned out, had tried one last desperate visit to the local doctor. Aggressive treatment with antibiotics had saved the boy, but he still exhibited the stunted growth so common among residents of the Alto.

A Treasured Son

As a child who had "fooled death," Edison was now a treasured son. Terezinha spoke passionately about his survival, and affectionately referred to him as her "little monkey."

Terezinha's is one of many such stories that Ms. Scheper-Hughes tells in her new book, *Death Without Weeping: The Violence of Everyday Life in Brazil*, published this month by the University of California Press.

A detailed ethnographic portrayal of some of the poorest of Brazil's poor, *Death Without Weeping* is primarily about the mothers and children of the Alto do Cruzeiro. Through their lives, Ms. Scheper-Hughes, a professor of anthropology at the University of California at Berkeley, attempts to show how an environment of extreme poverty and chronic hunger, where infant mortality is high, can lead mothers to treat the death of a baby with equanimity, and sometimes even help it along.

As she describes it, the Alto do Cruzeiro is a place where idealized Western notions about maternal love are turned upside down.

Ms. Scheper-Hughes is one of a group of scholars who call themselves "critical medical anthropologists," and her book is an example of their attempts to study people's experience of sickness and health with a view to challenging the standard biomedical definitions that surround those conditions.

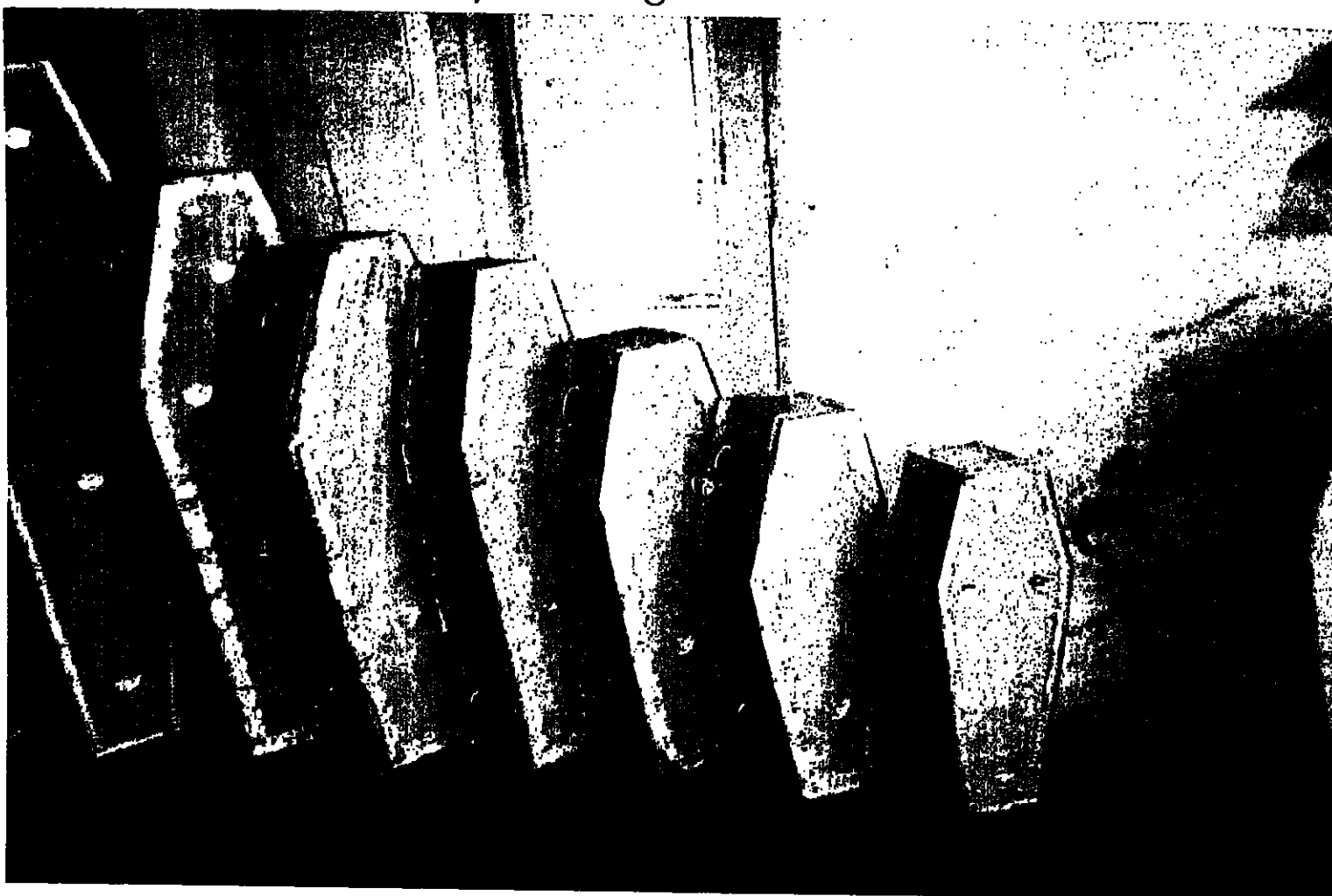
Medical anthropology is a vibrant field; formed in 1971, the Society for Medical Anthropology is one of the largest units of the American Anthropological Association. All medical anthropologists, in a sense, cast a skeptical eye on the medical profession, working to distinguish, for example, between disease and illness, or between the official diagnostic definition of an affliction and the patient's experience of it. But by and large most medical anthropologists accept and work within standard biomedical categories.

A Leftist Perspective

By contrast, critical medical anthropologists, a newer and smaller group, consciously position themselves outside those categories. They also tend to approach health-related issues from a leftist perspective and to see disease and death as reflective of larger political and economic forces.

"What some people are trying to do," said Margaret Lock, an anthropologist at McGill University, "is to bring in a dimension in which one doesn't accept medical categories as natural fact, but as cultural constructions."

The medical category that Ms.



The deaths of infants and children are commonplace in an environment of poverty and hunger. Above, coffins are prepared for the babies of the poor of Bom Jesus da Mata.

Scheper-Hughes does not accept as natural fact has to do with a mother's response to her new child.

"I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice," she said in an interview. "What I was trying to do was critique the medical model of maternal bonding."

Sugar Cane and Laundry

The Alto do Cruzeiro is a community of some 5,000 rural workers on a hillside above a city in the sugar-cane-plantation region of the state of Pernambuco in northeastern Brazil. (Ms. Scheper-Hughes calls the city "Bom Jesus da Mata," a fictitious name, but uses the real names of the shantytown and its residents; their poverty and general insignificance in Brazilian society are cover enough, she maintains.)

Ms. Scheper-Hughes worked with and observed the people of the Alto on and off for 25 years—first as a health-care worker for the Peace Corps from 1964 to 1966 and then as a researcher over the course of four field trips from 1982 to 1989.

In her book, she explains that, like a lot of shantytowns in the region, O Cruzeiro, as it is also known, sprang up in the 1930's but grew rapidly in the 50's when many squatters and tenant farmers were forced off their small holdings as a result of the restructuring of the plantation economy. Most of the men on the Alto do seasonal work as sugar-cane cutters. Most of the women do laundry or other domestic work for the wealthy families of Bom Jesus; a few work in the cane fields.

Wages paid to the Alto residents

are paltry. There is rarely enough money to buy sufficient quantities of nutritious food, and much of the water available to the community is unclear. Hunger and thirst are constant presences on the hillside.

To illustrate the general level of malnutrition in the Alto population and among the poor elsewhere in the region, Ms. Scheper-Hughes offers a startling statistic: Rural workers in northeastern Brazil take in an average of 1,500 to 1,700

calories a day; the average nutritional intake of internees at Buchenwald is reported to have been about 1,750 calories a day.

Under such conditions, Ms. Scheper-Hughes says, the death of small children, especially infants, is commonplace. When asked how many children she has, a poor woman in northeastern Brazil typically replies, "X children, y living." Data Ms. Scheper-Hughes obtained on the reproductive histories of 72 women on the Alto indicated that the "average" woman in the shantytown had experienced 9.5 pregnancies and had lost 3.6 children under the age of five, 2.9 of them before their first birthdays.

The routinization of child death on the Alto, Ms. Scheper-Hughes argues, has bred in the mothers what she calls a "holy indifference" to the loss of their tiny offspring. They greet their babies' deaths calmly and stoically—without weeping. Ms. Scheper-Hughes has even observed a tendency among mothers to withhold their

affection from sickly newborns until the infants are safely past what they consider the most dangerous period, usually the first year. Often the women attribute to their sick babies an inborn aversion to life and will sometimes neglect ones whose fate they believe is sealed, leaving them alone to die—as Terezinha did with Edison.

The experiences of these women, Ms. Scheper-Hughes argues, suggest that such concepts as mother love, maternal instinct, and mother-infant bonding are far from universal.

"Mother love is anything other than natural," she writes, "and instead represents a matrix of images, meanings, sentiments, and practices that are everywhere socially and culturally produced."

A Larger Critique

At more than 600 pages, *Death Without Weeping* is full of the richly detailed description of the traditional ethnography. But, as a critical medical anthropologist, Ms. Scheper-Hughes also has a larger critique in mind. She is critical, for example, of how the political and medical establishments—in Bom Jesus da Mata, the two are closely intertwined—have in many large and small ways implicitly conspired in the transformation of the social problem of hunger into an array of medical problems collectively known on the Alto as *neuroso*, or extreme nervousness.

Her central focus, however, is

an attack on what she calls the "medical model of maternal bonding."

"The way in which medicine and psychology and neonatology and pediatrics have tended to understand the relations between mother and child," Ms. Scheper-Hughes said in the interview, "seems to me to be an adequate description for certain classes at certain historical periods, but not as a universal explanation."

About two decades ago, a body of research began to appear, detailing the bonding process that mothers and infants go through. Although much of that research is no longer accepted by scientists, Ms. Scheper-Hughes argues that many in the medical establishment still cling to the notion that early intimacy between mother and infant is necessary and good for both.

Ms. Scheper-Hughes is not alone in her criticism. In a book to be published by Yale University Press early next year, called *Mother-Infant Bonding: A Scientific Fiction*, Diane E. Eyer, a psychologist at the University of Pennsylvania's Graduate School of Education, attacks the bonding model from a different perspective.

Arguments Draw Fire

Nevertheless, many of the things Ms. Scheper-Hughes has to say about the mothers on the Alto have already proved controversial. She has been writing about her fieldwork in Brazil in scholarly and popular periodicals for several years, and her arguments have drawn fire from several quarters.

In a 1988 article in the journal *Culture, Medicine, and Psychiatry*, two anthropologists who have worked in Brazil, Marilyn Nations and Linda-Anne Rebhun, argue,

Scholarship

among other things, that the Alto women's lack of grief may be a façade, attributable to the "flat affect of impoverished Brazilians" and part of a "culturally mandated norm of mourning behavior."

Others maintain that the assertions Ms. Scheper-Hughes makes about the mothers' indifference to infant death may be impossible to support with any convincing evidence.

Pertti J. Peltto, recently retired as director of the medical-anthropology program at the University of Connecticut, has not read Ms. Scheper-Hughes's book but is generally familiar with her work in Brazil and has read the debates already in print about it. "There's no question about the hunger and the infant mortality; those are real, and the data are fairly clear," said Mr. Peltto, who with his wife, Gretel Peltto, has studied the effects of malnutrition among the poor in Mexico. "But these are extremely complicated areas for assertions to be made and require good solid data, and I'm not convinced she has that."

In her book, Ms. Scheper-Hughes also takes on some femi-

nist writings—she cites Nancy Chodorow's *The Reproduction of Mothering*, Carol Gilligan's *In a Different Voice*, and particularly Sara Ruddick's *Maternal Thinking*. Those books, she argues, seem to posit a universal "womanly ethos," or a distinctive way of approaching the world, and especially children.

For instance, Ms. Scheper-

"These are extremely complicated areas for assertions to be made and require good solid data, and I'm not convinced she has that."

Hughes argued in the interview, the description of maternal practices in Ms. Ruddick's book "is a good one for what mothering looks like in the late modern period of Europe and North America following the great demographic and epidemiological transition"—for mothers, in other words, with a

Science Academy Elects Members to Institute of Medicine

The National Academy of Sciences has announced the election of 50 new members and one foreign associate to the Institute of Medicine in recognition of their contributions to health and medicine or to such related fields as the social and behavioral sciences, law, administration, and economics. In addition, seven people were honored by direct election to senior membership.

Nancy A. Andresson, professor of psychiatry, U. of Iowa.

Clyde F. Barker, professor and chair of surgery, U. of Pennsylvania.

Martin Berger, professor of hygiene and public health, Johns Hopkins U.

Kenneth I. Berns, professor and chair of microbiology and professor of pediatrics, Cornell U.

Jo Ivey Bouford, director, King's Fund College (Britain).

William R. Brody, professor and director of radiology and radiological science, Johns Hopkins U.

Charles C. Capen, professor and chair of veterinary pathobiology, Ohio State U.

Robert M. Carey, professor of medical science and dean of the school of medicine, U. of Virginia.

Christine K. Cassel, professor and chief of the section of general internal medicine, U. of Chicago.

Casswell A. Evans, Jr., director of public-health programs and services, Los Angeles County Department of Health Services.

Daniel M. Fox, president, Milbank Memorial Fund (New York).

Joseph F. Fraumeni, Jr., associate director for epidemiology and biostatistics in the division of cancer etiology, National Cancer Institute of National Institutes of Health.

Kathleen M. Gebbie, secretary, Washington State Department of Health.

Mitchell S. Golbus, professor of obstetrics and gynecology and of pediatrics and director of the reproductive-genetics unit, U. of California at San Francisco.

M. R. C. Greenwood, dean of the graduate division and professor of nutrition and internal medicine, U. of California at Davis.

Brian E. Henderson, professor of preventive medicine and director of the cancer center, U. of Southern California.

William C. Hulse, professor of economics and health policy, Harvard U. School of Public Health.

John P. Kampine, professor and chair of anesthesiology and professor of physiology, Medical College of Wisconsin.

Philip W. Robbins, professor of bio-

chemistry, Massachusetts Institute of Technology.

Shella A. Ryan, dean of the school of nursing and director of Medical Center Nursing, U. of Rochester.

Jane G. Schaller, professor and chair of pediatrics, Tufts U.; pediatrician in chief, Floating Hospital for Infants and Children of New England Medical Center Hospitals (Boston).

Joseph E. Scheraga, clinical professor of family practice, U. of California at Davis.

Lawrence A. Shepp, scientist, AT&T Bell Laboratories (Murray Hill, N.J.).

Clement B. Sledge, professor of orthopedic surgery, Harvard Medical School; chair of orthopedic surgery, Brigham and Women's Hospital (Boston).

Ralph Snyderman, professor of medicine and chancellor for health affairs, Duke U. Medical Center.

Alfred Sommer, dean of the school of hygiene and public health, Johns Hopkins U.

Walter Wadlington, professor of law and professor of legal medicine, U. of Virginia.

Thomas A. Waldmann, chief of the metabolism branch, National Cancer Institute of National Institutes of Health.

Laurence R. Young, professor of aeronautics and astronautics and payload specialist, Space Life Sciences 2, National Aeronautics and Space Administration Johnson Space Center (Houston).

Nicholas T. Zervas, professor of neurosurgery, Harvard Medical School; chief of the neurosurgical service, Massachusetts General Hospital (Boston).

reasonable expectation that all or most of their babies will live.

"But most of the women I've been working with would really be deviant within that description," she said.

Ms. Ruddick, who teaches philosophy and feminist studies at Eugene Lang College of the New School for Social Research, maintained, however, that she and Ms. Scheper-Hughes are not really that far apart in their view of mothering.

"There is such a thing as maternal thinking that is very, very widespread," she said. "Any woman or man who undertakes and practices mothering engages in a kind of thinking that gives rise to certain reflections on life and death—or death, in Nancy's case—and I don't think anything in her book negates that."

No Stranger to Debate

Ms. Scheper-Hughes is no stranger to debate and controversy. Her award-winning 1979 book on possible cultural reasons for the high incidence of schizophrenia in rural Ireland, *Saints, Scholars, and Schizophrenics*, raised a lot of eyebrows—not a few of them

among the people living in the village that she studied in County Kerry.

Evidently she does not expect that to happen with the Brazilian people she worked with. This month she will return to the Alto do Cruzeiro, in part to give some of the residents there copies of her book.

Ms. Scheper-Hughes makes it clear that she considers the women's reactions to infant death a "culturally appropriate" response,

born of conditions that are largely not of their making. Indeed, her affection for the women of the Alto is palpable, in her writing and her conversation.

"Many anthropologists will tell you, especially those of us who have been engaged in very, very long-term research with the people that we study, that we become involved in their lives," she said. "They become closer to us, more intimate to us sometimes, than sisters and brothers."

REQUESTS FOR PROPOSALS

U.S. Department of Energy

Research Opportunities in Radioactive Waste Management

Oak Ridge Institute for Science and Education, on behalf of the U.S. Department of Energy, Office of Civilian Radioactive Waste Management, invites qualified faculty members at Historically Black Colleges and Universities (HBCU) to submit proposals for on-campus research in radioactive waste management. This program will support high-quality research proposals on important scientific or engineering problems related to the consolidation, packaging, handling, transportation, storage, disposal, and monitoring of spent nuclear fuel and high-level radioactive waste. All research under the HBCU Radioactive Waste Management Research program must relate to the site characterization study at Yucca Mountain, Nevada.

Interested faculty members in the following disciplines are encouraged to apply:

Earth Sciences
Engineering
Materials Science
Radiation Sciences
Transportation/Logistics

A Request for Proposals (RFP) packet may be obtained by contacting:

HBCU Radioactive Waste Management Research Program
Science/Engineering Education Division
Oak Ridge Institute for Science and Education
P.O. Box 117
Oak Ridge, TN 37831-0117
ATTN: Billie L. Stooksbury
Telephone (615) 576-0037

Responses to the RFP are due on August 14, 1992, for contracts and funding distribution in 1993.

United States Agency for International Development Indo-U.S. Science and Technology Fellowship Program

REQUEST FOR PROPOSALS FOR Scientific/Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution. U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a settling-in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

For application and proposal guidelines, please contact:

Janaine M. Daniels
Academy for Educational Development
1255 23rd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 862-1800

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Rish Forests, Poor People: Resource Control and Resistance in Java, by Nancy Lee Peluso (University of California Press; 336 pages; \$45). Uses historical and field data to examine the conflict in Java, Indonesia, over peasant access to state-controlled forests.

BIOLOGY

Facial Growth in the Rhesus Monkey: A Longitudinal Cephalometric Study, by Emet D. Schneiderman (Princeton University Press; 224 pages; \$39.50). Presents the results of a 10-year study that traced the growth, from infancy to adulthood, of the lower facial skeleton in 35 captive rhesus monkeys.

FILM STUDIES

Shared Pleasures: A History of Movie Presentation in the United States, by Douglas Gomery (University of Wisconsin Press; 380 pages; \$40 hardcover, \$15.95 paperback). Traces the history of film exhibition from the nickelodeon to home-video rental; includes discussion of social and economic changes that have shaped the moviegoing experience.

GEOGRAPHY

Deforestation in the Postwar Philippines, by David M. Kummer (University of Chicago Press; 184 pages; \$17). Examines the interrelationship among political, cultural, and economic factors in Philippine deforestation since 1946.

HISTORY

Barcelona and Beyond: The Disputation of 1285 and Its Aftermath, by Robert Chazan (University of California Press; 267 pages; \$40). Discusses a public debate convened by King James I of Aragon that set the Dominican friar Pablo Christiani against Rabbi Moses ben

Nahman as a means of testing the friar's "missionizing" argument.

Capitalism in Colonial Puerto Rico: Central San Vicente in the Late Nineteenth Century, by Teresa Martinez-Vergne (University Press of Florida; 208 pages; \$27.95). Traces the forces that shaped the sugar economy of the greater Caribbean region through a study of Central San Vicente, a sugar mill established on the northern coast of Puerto Rico in 1873 and closed down in 1892.

The Geography of Power in Medieval Japan, by Thomas Keirstead (Princeton University Press; 208 pages; \$27.95). Draws on the work of Michel Foucault, Clifford Geertz, and other theorists in a study of the cultural assumptions about space and society contained in the *shōen* or estate system in medieval Japan.

Glorious Contentment: The Grand Army of the Republic, 1865-1890, by Stuart McConnell (University of North Carolina Press; 332 pages; \$32.50). Examines the social attitudes of members of the GAR, the largest Union Army veterans' organization and a powerful lobby in the post-Civil War era.

The Northwest Coast: British Navigation, Trade, and Discovery to 1812, by Barry M. Gough (University of British Columbia Press; 288 pages; \$39.95). Traces the rise of British dominion over the Northwest Coast from Captain

James Cook's exploration of Nootka Sound in 1778.

Old and New Nobility in Aix-en-Provence, 1600-1695: Portrait of an Urban Elite, by Donna Bohanan (Louisiana State University Press; 200 pages; \$27.50). Uses data on five noble families from the southern French city to demonstrate the significance of regional diversity in evaluating relations between old and new nobility in 17th-century France.

Oster Skina, Boston Ships, and China Goods: The Maritime Fur Trade of the Northwest Coast, 1785-1841, by James R. Gibson (University of Washington Press; 448 pages; \$45). Discusses the rise and decline of European, Euro-American, and American Indian trade in the region.

INTELLECTUAL HISTORY

Studies in Intellectual Change, edited by Ralph Cohen (University Press of Virginia; 327 pages; \$42.50 hardcover, \$17.95 paperback). Includes original and previously published essays on concepts of historical change in art history, literature, philosophy, political science, and other disciplines.

LAW

Japanese Labor Law, by Kazuo Sugeno, translated by Leo Kanowitz (University of Washington Press; 736 pages; \$60). Translation of a Japanese study of the origins, doctrines, and practice of that country's labor law.

LITERATURE

An Axiology of Genres: Cross-Genre Writing by American Feminist Post-Critics, by Diane P. Freedman (University Press of Virginia; 191 pages; \$27.50 hardcover, \$12.95 paperback). Describes hybrid literary forms created by Maxine Hong-Kingston, Cherrie Moraga, Adrienne Rich, Alice Walker, and other female writers to express multiple and conflicting identities.

Forms of Nationhood: The Elizabethan Writing of England, by Richard Helgerson (University of Chicago Press; 368 pages; \$27.50). Discusses poems, maps, law books, plays, exploration accounts, and other Elizabethan texts that together are described as laying the "discursive foundation" for England's emergence as a modern nation-state.

Marginal Forests/Cultural Centers: Tolson, Pynchon, and the Politics of the Canon, by Michael Bérubé (Cornell University Press; 344 pages; \$43.50 hardcover, \$14.95 paperback). Considers the processes of literary canonization through a study of the critical receptions of two writers—the novelist Thomas Pynchon (1933-1996) and the poet Melvin Tolson (1898-1966).

Prophet in the Marketplace: Thoreau's Development as a Professional Writer, by Steven Fink (Princeton University Press; 352 pages; \$35). Shows how Thoreau's sensitivity to the reading public and the literary marketplace shaped his development as a writer; focuses on his career before *Walden* (1854).

Satire and the Hebrew Prophets, by Thomas Jemielity (Westminster/John Knox Press; 255 pages; \$17.95). Draws on the theories of Northrop Frye in a study of similarities between satire and prophecy as critical discourse, and of the elements of satire and irony in 15 biblical texts; also considers how the Hebrew prophets used satire to answer attacks on their credibility.

Three Kingdoms: A Historical Novel, by Luo Guanzhong, translated by Moss

Roberts (University of California Press; 1,110 pages; \$85 through 12/31/92, \$100 thereafter). Annotated translation of the Chinese novel *San-kuo-chih yen-i*, which is traditionally attributed to the 14th-century writer Luo Guanzhong.

To Kiss the Chastening Rod: Domestic Fiction and Sexual Ideology in the American Renaissance, by G. M. Goshgarian (Cornell University Press; 262 pages; \$24.95). Combines a study of American attitudes toward sexuality in the 1850s with an analysis of related themes in Maria Cummins's *The Lamplighter*, Augustin Junc Evans's *Reveries*, and three other best sellers in "women's fiction" from the period.

MUSIC

The Early Works of Felix Mendelssohn: A Study in the Romantic Sonata Style, by Greg Vitercik (Gordon & Breach; 335 pages; \$35). Focuses on the German composer's work from 1825 to the mid-1830s.

POLITICAL SCIENCE

Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1968, by Yuen Fung Khong (Princeton University Press; 272 pages; \$39.50 hardcover, \$16.95 paperback). Draws on recently declassified documents and interviews with senior U.S. officials in a study of the role of historical analogy in foreign-policy decision making.

Argentine Workers: Peronism and Contemporary Class Consciousness, by Peter Ranis (University of Pittsburgh Press; 336 pages; \$49.95). Examines the political attitudes of members of seven blue- and white-collar unions from the private and public sectors.

Independent Justice: The Federal Special Prosecutor in American Politics, by Katy J. Harriger (University Press of Kansas; 264 pages; \$25). Evaluates the record of the Office of the Special Prosecutor since its creation by Congress in 1978.

Whose North? Political Change, Political Development, and Self-Government in the Northwest Territories, by Mark O. Dickerson (University of British Columbia Press; 249 pages; \$39.95 U.S. hardcover, \$19.95 U.S. paperback). Focuses on the increased participation of Native peoples in the government of Canada's Northwest Territories.

PSYCHOLOGY

Perturbing the Organism: The Biology of Stressful Experience, by Herbert Weiner (University of Chicago Press; 338 pages; \$35). Discusses the study of stress in animals and humans since the 1930s.

PUBLIC POLICY

Managing the Medical Arms Race: Innovation and Public Policy in the Medical Device Industry, by Susan Bartlett Iwato (University of California Press; 299 pages; \$35). Analyzes the impact of government regulations on every phase of the development of new medical technology; includes case studies of lasers, cardiac pacemakers, CT scanners, and IV's.

RELIGION

Georgia Harkness: For Such a Time as This, by Rosemary Skinner Keller (Abingdon Press; 336 pages; \$29.95). A biography of the American theologian and educator who lived from 1891 to 1974.

Addresses of Publishers

Abingdon Press, 201 Eighth Avenue South, Nashville 37203
 Cornell U. Press, 124 Roberts Place, Ithaca, N.Y. 14853
 Gordon & Breach, 5301 Tacony Street, Philadelphia 19137
 Louisiana State U. Press, Baton Rouge, La. 70803
 Princeton U. Press, 41 William Street, Princeton, N.J. 08540
 U. of British Columbia Press, 6344 Memorial Road, Vancouver, British Columbia V6T 1Z2
 U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720
 U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637
 U. of North Carolina Press, Box 2288, Chapel Hill, N.C. 27515
 U. of Pittsburgh Press, 127 North Bellefield Avenue, Pittsburgh 15260
 U. of Washington Press, P.O. Box 80096, Seattle 98145
 U. of Wisconsin Press, 114 North Murray Street, Madison, Wis. 53715
 U. Press of Florida, 15 N.W. 15th Street, Gainesville, Fla. 32611
 U. Press of Kansas, 2801 West 15th Street, Lawrence, Kan. 66049
 U. Press of Virginia, Box 3808, University Station, Charlottesville, Va. 22903
 Westminster/John Knox Press, 100 Witherspoon Street, Suite 1620, Louisville, Ky. 40202

Personal & Professional

Business Professors Become Top Wage Earners at Public Universities, Supplanting Engineers

But national salary survey finds engineers still lead all other groups at private institutions

By DENISE K. MAGNER

WASHINGTON

Professors of business and management have supplanted their colleagues in engineering as the top wage earners at public universities, a new study has found.

For eight years, engineering professors took home higher salaries than other academics at both public and private institutions. At private colleges, they still make more than their colleagues in other fields, according to a 1991-92 survey of faculty salaries conducted by the College and University Personnel Association.

The annual survey monitors the salaries of full-time faculty members in 55 disciplines at 290 public and 517 private four-year colleges and universities. It does not include professors in law and medical schools or administrators with faculty rank.

\$42,352 Average at Public Colleges

Across all disciplines, the average salary for faculty members of all ranks was \$42,352 in 1991-92 at public colleges and universities. At the private institutions, that figure was \$41,349.

The lowest-paid faculty members are the same ones as in past years: those in nursing, secretarial and related programs,

home economics, physical education, and general programs in teacher education. Their average salaries range from \$27,000 to \$35,000 at private colleges, and from \$36,000 to \$40,600 at public institutions. In higher education, as elsewhere, "the rich

those in business and management, \$50,-443. All three positions outstripped engineering professors, whose average pay was \$50,158.

The reverse held true at private institutions, where engineering faculty members earned an average salary of \$59,027 this past academic year, while academics in marketing management received \$50,034 and those in business and management, \$51,647.

Trend Expected to Continue

"Engineering has definitely crested in the public sector," Mr. Howe said.

"In the next few years," he said, "you'll find engineering won't even be at the top in the private." He predicted that professors in various business fields would pull in the highest salaries for the next several years.

As an indicator of things to come, Mr. Howe compared the average salaries paid to new assistant professors in engineering to those in business fields. The average salary for a new assistant professor of engineering at private institutions was \$43,244 in 1991-92, while those in marketing management made \$49,083.

Meanwhile, at public institutions, new

Continued on Page A13

"I think the average pay raise is going to be significantly less for '92-'93. It will probably be in the area of 2 or 3 per cent."

seem to be getting richer, and the poor seem to be getting poorer," said Richard D. Howe, head of equal-opportunity programs at Appalachian State University and director of the survey. His institution and the personnel association sponsor the study.

In academic 1991-92, faculty members in marketing management earned the most at public colleges and universities, with an average salary for all ranks of \$51,689. Those in accounting earned \$50,714, and

AAUP Expected to Lift Censure From 5 Colleges; 6 Others May Face Rebuke

By COURTNEY LEATHERMAN

WASHINGTON

As many as six colleges and universities could be added to the American Association of University Professors' list of censured administrations at the group's annual meeting here this week.

Officials of the association say there is a good chance that five institutions will be removed from the blacklist of academic-freedom violators. If so, the number of censured administrations would increase to 49 after this year's annual meeting, the association's 78th.

Of the six being considered for censure, the surest bets are Dean Junior College, the New Community College of Baltimore, Loma Linda University, and Chowan College, said Jordan E. Kurland, the AAUP's associate general secretary.

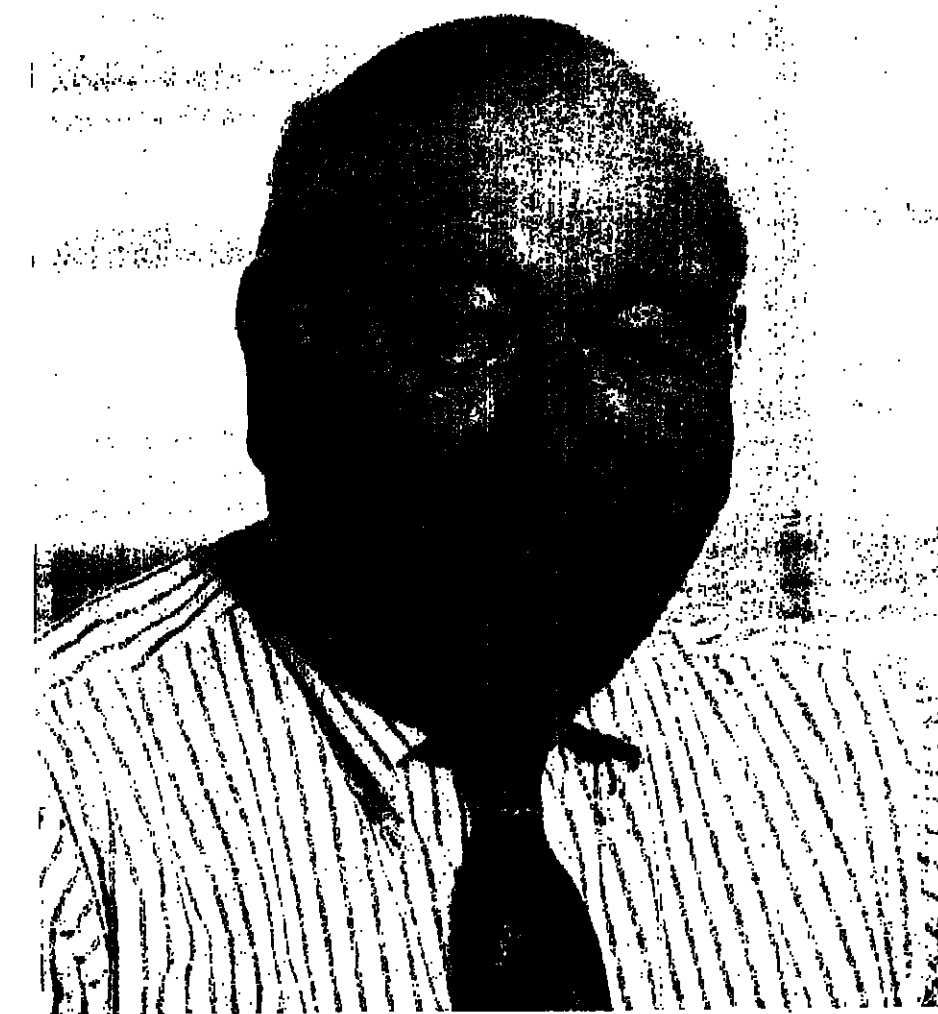
The other two cases, which are less clear cut, involve King's College of New York and Wesley College of Delaware. Both colleges have taken steps to redress some of the issues that led to the investigations.

'Very Encouraging' Efforts

The AAUP is expected to vote to remove five institutions from the blacklist: the Colorado School of Mines, which was censured in 1973; Sonoma State University, 1983; the University of Northern Colorado, 1984; Temple University, 1985; and Morgan State University, 1987. All have made strides in redressing the issues that led to censure, Mr. Kurland said.

He called those efforts "very encouraging."

Continued on Page A13



Jordan E. Kurland, the AAUP's associate general secretary: "We have a lot of very small, private, mostly church-related colleges coming down the pike."

REQUESTS FOR PROPOSALS

AMERICAN COUNCIL OF LEARNED SOCIETIES COLLABORATIVES

Humanities Curriculum and Teacher Development Project

The ACLS Elementary & Secondary School Teacher Development Project strengthens the teaching of the humanities in the public schools through the support of public school teachers engaged in the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is being done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in workshops at selected major research universities. The sites selected for the 1992-93 school year were: San Diego (San Diego City Schools with the University of California, San Diego); Minneapolis (the Minneapolis Public Schools with the University of Minnesota); Los Angeles (Los Angeles Unified School District/Los Angeles Educational Partnership with the University of California, Los Angeles); and Cambridge/Brookline (with Harvard University).

Approximately one million dollars in grants will be divided among four new sites.

University/School District Collaboratives are invited to apply to ACLS by September 15, 1992 for support under this program. Those collaboratives selected as ACLS sites will include public school systems where teachers have significant curricular responsibility and major research universities wishing to develop continuing relationships with their area's schools.

ACLS will award one-to-one matching grants to each partner in the Collaborative:

- \$32,000 for the university-based workshop.
- \$120,000 for teacher release-time to participating districts.

In addition, ACLS will select and fund two post-secondary fellows (at up to \$45,000 each) from local liberal arts colleges to join in the workshop at each site.

Application Process

To request a complete project description and an application form please write to:

Education Office, American Council of Learned Societies
 228 East 45th Street, New York, NY 10017-3398

Funding for this program has been provided by the Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Fund, and other donors.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference.

FACT FILE: Average Faculty Salaries by Rank in Selected Fields at Four-Year Institutions, 1991-92

	Professor	Associate professor	Assistant professor	New assistant professor	Instructor	All ranks
Accounting						
Public	\$62,262	\$51,784	\$46,097	\$51,749	\$30,024	\$50,714
Private	59,767	39,880	40,457	41,843	32,280	42,009
Agriculture and agricultural production						
Public	51,116	39,480	33,416	34,067	22,844	43,036
Private	—	—	31,830	—	—	36,921
Allied health						
Public	49,281	40,937	33,052	32,220	27,209	36,592
Private	55,302	43,918	34,538	—	28,065	38,343
Anthropology						
Public	53,304	40,661	31,907	30,686	28,834	43,665
Private	53,514	40,869	33,333	—	—	43,590
Architecture and environmental design						
Public	54,920	42,434	34,595	32,563	—	44,769
Private	60,423	44,673	36,090	33,376	31,762	45,713
Area and ethnic studies						
Public	55,444	45,409	34,884	—	—	45,365
Private	52,767	38,089	33,693	—	—	41,485
Audiology and speech pathology						
Public	53,774	41,330	34,188	31,252	26,227	41,650
Private	51,688	38,955	33,118	—	—	39,491
Business administration and management, general						
Public	57,168	47,701	42,792	46,213	27,702	47,519
Private	59,687	46,070	40,443	42,732	28,860	46,334
Business and management						
Public	60,741	50,470	46,399	49,607	30,133	50,443
Private	71,688	50,835	43,324	41,264	29,948	51,647
Business economics						
Public	56,279	45,458	40,882	42,139	29,284	47,023
Private	53,167	43,787	38,796	38,474	29,859	44,080
Chemistry, general						
Public	53,452	40,489	33,232	32,471	25,611	45,073
Private	52,600	38,905	32,352	30,168	26,502	43,910
Communications						
Public	51,019	40,221	32,285	31,466	28,471	38,084
Private	46,888	38,540	31,171	30,772	24,603	35,380
Communications technologies						
Public	54,496	42,103	33,626	—	30,463	41,570
Private	51,448	40,223	33,401	31,716	26,076	37,419
Computer and information science						
Public	59,466	48,590	42,045	44,263	28,037	47,345
Private	58,410	44,378	38,470	36,887	30,814	43,504
Curriculum and instruction						
Public	49,380	40,319	32,500	30,862	25,095	39,736
Private	56,297	42,725	33,871	—	—	43,561
Dramatic arts						
Public	52,188	38,596	31,040	29,164	26,400	39,342
Private	48,128	36,952	29,672	29,238	27,901	36,385
Drawing						
Public	48,473	38,351	31,248	29,041	27,164	39,810
Private	46,087	38,418	29,796	27,430	25,339	36,677
Economics						
Public	57,882	45,192	38,635	38,950	30,267	47,491
Private	66,282	43,305	38,158	38,851	32,003	48,905
Education						
Public	50,896	40,561	33,186	32,802	24,836	41,207
Private	46,776	37,869	31,623	31,390	24,399	37,986
Engineering						
Public	60,028	48,658	42,343	43,261	31,236	50,158
Private	71,292	52,577	45,989	43,244	28,792	59,027
Engineering technologies						
Public	49,873	40,757	35,022	34,108	28,172	39,971
Private	53,234	43,839	36,477	—	32,406	43,243
Foreign languages						
Public	51,637	39,705	31,447	30,276	24,892	38,889
Private	49,480	38,301	31,729	29,884	25,737	38,412
Geography						
Public	52,146	40,707	33,170	32,644	27,989	43,015
Private	49,688	39,133	32,502	—	—	41,236
Geology						
Public	53,168	40,716	33,087	32,437	30,307	45,072
Private	61,768	44,074	34,073	—	—	52,228
Higher-education administration						
Public	54,065	43,093	35,053	37,331	31,944	45,571
Private	54,269	42,776	35,063	—	—	44,397
History						
Public	51,432	39,904	31,350	30,265	27,429	43,619
Private	60,016	39,308	31,601	29,613	26,396	41,724
Home economics						
Public	50,737	40,520	33,541	32,493	26,729	38,108
Private	40,733	36,976	31,878	—	26,087	33,908
Hotel/motel management						
Public	53,284	46,815	35,955	—	—	42,098
Private	—	42,492	36,454	—	26,648	40,699
Industrial-arts education						
Public	51,488	41,281	34,295	33,278	28,102	41,531
Private	—	—	—	—	—	—

Note: The figures are based on reports from 290 public four-year institutions that are members of the American Association of State Colleges and Universities and from 517 private four-year colleges and universities.
 • Includes data for new assistant professors.
 • Indicates fewer than 10 positions in a rank or fewer than 50 of all ranks. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Business Professors Get Top Salaries at Public Colleges

Continued From Page A11
 assistant professors of accounting earned an average salary in 1991-92 of \$51,749—compared with \$43,261 for new assistant professors of engineering.

CUPA's annual survey looks at salaries by discipline and rank. The American Association of University Professors also surveys faculty salaries, but its survey is broken down by rank and institution. The AAUP's latest survey found that average faculty salaries had risen 3.5 per cent this academic year, the smallest increase in more than 20 years (*The Chronicle*, April 22).

This year CUPA added the field of social work to its list of disciplines in the survey. The average salary of a new assistant professor of social work was \$32,589 at public colleges and \$31,020 at private ones.

The national recession seems to have depressed the pay increases that many faculty members received this academic year, Mr. Howe said. The average raise at private institutions surveyed

at public and private institutions who were new assistant professors had dropped from 5 per cent in the last few years to 4 per cent in 1991-92. "That's as low as we've had since 1983-84," Mr. Howe said.

CUPA has issued two separate reports on the survey, one on public and one on private institutions.

Copies of the two reports are available to institutions that took part in the survey for \$30 each, to CUPA members for \$50 each, and to all others for \$75 each from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. Colleges may also purchase specially tailored studies comparing their average faculty salaries with those of other institutions.

AAUP May Censure 6 Colleges, Lift Sanctions Against 5

Continued From Page A11

ing," but said he was not as heartened about the cases to be investigated in the next academic year. "We have a lot of very small, private, mostly church-related colleges coming down the pike," he said. "I get depressed about what the months ahead may bring."

Controversial List

Each year the association's Committee A on Academic Freedom and Tenure investigates cases of possible violations of widely accepted faculty rights. Based on its investigations and recommendations, AAUP members vote at their annual meeting on whether to cen-

sure an administration. To get off the blacklist, a college must take steps—ranging from reinstating a professor or providing a cash settlement to changing its institutional policies—to redress the problem that led to censure.

The censure list has long been controversial. Some administrators dismiss it as having no influence; others call it an unfair branding by a group with a union bias. One official whose college is under investigation by the AAUP called it "an academic terrorist organization." AAUP officials say the list is valuable for monitoring the climate of academic freedom nationwide.

Following are summaries of the six cases that will be discussed:
 ■ **Chowan College.** After discontinuing the college's secretarial program, administrators terminated a tenured professor who had taught in the department for 30 years. An AAUP investigating committee concluded that the college had made no attempt to relocate the professor to another suitable faculty position, as recommended under academic-freedom principles.

The committee further concluded that by notifying the professor of her termination only three months in advance, and then pro-

Continued on Following Page

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AAUP May Censure 6 Colleges, Lift Sanctions Against 5

Continued From Preceding Page
viding no severance pay, Chowan had violated her academic freedom. College officials did not return telephone calls.

■ **Dean Junior College.** After avoiding censure at two previous times—in 1966 and last year—the college probably will not escape the blacklist this year, Mr. Jordan said. Last year, Committee A recommended delaying a decision on whether to censure the college. It noted that a new president, Frank B. Bruno, was taking office and he had pledged his commitment to academic freedom and tenure.

The AAUP's investigation concluded earlier that the college had

violated the academic freedom of two business professors when it dismissed them in 1990 after their unsuccessful attempts to form a union. The investigation also found that the climate for academic freedom was unhealthy because of the absence of a tenure system, which was abolished in 1973.

Since last year's annual meeting, the college summarily dismissed another professor. The association has concluded that Dean administrators violated the due-process rights of the professor, who was dismissed after an unauthorized three-day absence from class. She was not allowed an appeal or a hearing, an AAUP official said. In

addition, association officials noted that Mr. Bruno had resigned in April and that the college still has no tenure system. John A. Dunn, Jr., a trustee and Dean's acting president, said in a statement that he could not comment on the AAUP's investigation, but he said that professors and administrators were working on "several initiatives."

■ **King's College (N.Y.).** Last year the association delayed a decision on censuring King's because an investigation had found that the college had made efforts to redress academic-freedom violations.

The AAUP investigators concluded that the college had unfairly dis-

missed a professor in 1990 who had worked at the college for 18 years. The college made a cash settlement with the professor, and the president, Friedhelm K. Radandt, promised to work toward implementing a tenure system. King's offers five-year appointments.

Association officials have noted that the college is still facing serious financial problems. While King's does not yet have a tenure system in place, it has provided greater protections for professors, Mr. Kurland said. He expects Committee A to recommend against censuring King's.

■ **Loma Linda University.** Three long-time professors teaching in the university's medical center were dismissed after harshly criticizing the university's adminis-

Personal & Professional

tration. The dismissals were made in violation of academic-freedom and due-process principles, an investigating committee concluded.

The committee criticized the university's policies for clinical faculty members, who are considered separate from the rest of the faculty because of their salary arrangements. As at many medical schools, the teaching physicians earn their living through their medical practices—rather than from university salaries—and work under contracts with a faculty medical group. The contracts allow the group to dismiss a physician without cause by giving only 60 days notice. The AAUP committee found that the contract terms, the due-process procedures, and the absence of tenure for physicians all violated the professors' academic freedom.

University officials said the AAUP report was "biased" and did not reflect the views of the majority of faculty members.

■ **New Community College of Baltimore.** A professor who had taught at the college since 1972 and been awarded tenure under a previous system was dismissed in violation of his due-process rights, according to an AAUP investigation.

State legislation in 1990 changed the college's name from Community College of Baltimore and gave it a new governing body. The Governor appointed a new president, James D. Tschachtelin, who abolished tenure and the faculty's collective-bargaining agreement. Under a new faculty-evaluation system, the professor was dismissed.

The AAUP's investigation concluded that the new administration had "endangered academic freedom" at the college by not honoring the tenure for professors who had already achieved that status.

In an interview, Mr. Tschachtelin said, "We disagree with their conclusions." He added: "Tenure is not the only way to achieve academic freedom and job security." Professors now work under three-year contracts, he said.

■ **Wesley College (Del.).** Six professors, five of them tenured, were dismissed last year for publicly criticizing an administrative proposal for dealing with the college's projected deficit, an AAUP investigation found. In April, faculty members voted no confidence in the president, Reed M. Stewart. After the six professors, who were faculty leaders, publicized the results of the no-confidence vote, they were fired.

One tenured professor was reinstated. The investigating committee concluded that Wesley had violated the academic-freedom and due-process rights of the others. The committee also found that the college lacked sufficient policies on shared governance.

The professors filed complaints with the National Labor Relations Board. Since the AAUP's investigation, the college has made cash settlements with all six professors. But AAUP officials said the college had not changed the policies that led to the violations. A college spokesman said in a statement that Wesley had shown "sincere and continued efforts and progress in fostering collegiality and participation on campus."

Information Technology



Thomas O. Duncan, an associate professor of integrative biology and the project's faculty assistant: "A data base will enhance the utility of a collection."

Computerized Catalogs Extend Access to Specialized Collections

Project at Berkeley is designed to make material in fields from architecture to public health more available to scholars and laymen

By Beverly T. Watkins

BERKELEY, CAL. THE HERBARIUM at the University of California at Berkeley contains 1.75 million dried plants, each affixed to a separate sheet of cardboard. The boards rest one on top of another in stacks loosely wrapped in paper folders. The folders are locked in steel cabinets in a building that is located several miles from the campus.

Of necessity, access to the collection is limited to researchers, faculty members, and students who are taking courses in botany and related subjects. Because specimens are organized by their scientific names, users must know exactly which plants they want in order to locate them. Each time the dried plants are unwrapped, bits and pieces crumble off. Some specimens are now worthless.

The herbarium is just one of the specialized collections here to which access is limited because of their size, peculiar organization, and fragile or unwieldy contents. Another is the anthropology museum, which has 3.8 million artifacts and a catalog that accounts for them all in 650,000 records. The architecture and the art-history slide libraries have 550,000 35-millimeter slides between them and no catalogs at all.

The Museum Informatics Project is a new venture designed to make these and other non-book resources accessible to experts and laymen alike. Although the project includes just half a dozen collections now, the directors hope that one day it will involve the campus's 80 or so collections in art, environmental design, international studies, natural sciences, public health, and other fields.

'Trained in the Priesthood'

For the project, managers of the special museum and library collections will develop computer-based catalogs with text information and images of their materials. Anyone will be able to study the contents of a collection and see pictures by searching an electronic data base. The on-line catalogs will be accessible over the campus network and, eventually, over national and international networks.

"The clientele for many collections has been restricted in the past because you have to be trained in the priesthood and know what you want. So no one goes to look at the collections," says Thomas O. Duncan, an associate professor of integrative biology, who is the museum project's faculty assistant. "A data base will enhance the utility of a collection."

Mr. Duncan says that organizing materials on the computer will let the university make its many resources available to public-interest groups, such as "the environmental consulting world," which have been clamoring for information. "The only place this stuff exists is in the museums," he says. "In electronic form, we can research the collections in ways that make sense, depending on the kind of answers you want."

Berkeley is one of the few universities qualified to undertake something like the

Continued on Page A17

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TEACHING WITH TECHNOLOGY

- Digital technology displays images of artworks on computer
- Software program aims to make statistics less mind-boggling
- Multimedia disk offers information on neurological disorders

Duke University students are studying art on computer screens in two new centers that use digital technology to display images of artworks. The purpose of the computerized centers is to make high-quality artistic images accessible to more students.

In the past, students in such courses as African-American or Pre-Columbian art have had to compete for access to a limited

number of art reproductions. Now they can turn on an Apple Macintosh computer in one of the study "clusters" and view the works on their screens. Students can study details of the work or compare works side by side.

The cluster concept lets students work together at the computers. "We have found it is best for students to study and discuss the works together," says Caroline Bruzelius, chairwoman of the De-

partment of Art and Art History, who created the project.

Next fall the art department will have study clusters in two libraries, with eight computers in each cluster. So far, about 400 images are on the computer data base.

Ms. Bruzelius hopes to be able eventually to transmit the images to other campus sites over a computer network. "What we're doing now is just phase one—just a way station en route to the 'global ac-

cessibility' of images on campus," she says.

Images are scanned into the computer from a slide or a photograph and stored in digital form in a data base that also includes text information, such as title, artist, medium, and subject.

For more information, contact Ms. Bruzelius, Department of Art and Art History, 112 East Duke Building, Duke University, Durham, N.C. 27708; (919) 684-2224.

Statistics may soon become a little less mind-boggling for some college students, thanks to a computer program being developed at Tufts University. The program, called "ConStatS," will be tested in classrooms at

Information Technology

Tufts and four other universities next fall.

The program, which runs on an IBM personal computer or compatible machine, is designed to teach introductory statistics in a manner geared to each student's individual learning style. A student can take a problem and examine it from a number of different perspectives. Students who need help can stop for further explanation.

For example, a set of data might appear on the screen and a student would be asked what he wants to do with it. A confident student would select an option and move ahead. But a student who "froze" or became confused at that point would be able to hit a "why" or a "help" button for further explanation.

"Students who successfully use software feel most comfortable posing questions, breaking them down, and extracting ideas through thinking and experimenting," says Steve Cohen, who directs the university's Curricular Software Studio. "What we've done here is to create environments where people can do that."

For more information, contact Mr. Cohen, Curricular Software Studio, Arena User Area, Tufts University, Medford, Mass. 02155; (617) 627-3082; SCOHEN@TUFTS.EDU.

Medical students at the University of Washington are testing a videodisk program developed to help them understand communications disorders and the effects of speech therapy.

"Multimedia Introduction to Neurologically Impaired Speakers," or "MINIS," combines animation, drawings, photographs, sound, text, and video.

The prototype disk, which operates with Apple Macintosh computers, provides information on three neurological disorders: aphasia, apraxia, and dysarthria. It contains excerpts from videotapes showing the characteristic symptoms of the disorders, how they affect patients, and how they relate to other disorders. The tapes also illustrate how speech therapy can help patients.

The videodisk was developed by Jodie K. Haselkorn, acting assistant professor of rehabilitation medicine and attending physician at the Seattle Veterans Administration Medical Center; Mark P. Haselkorn, chairman of the university's technical-communication department; and Kathryn Yorkston, professor of rehabilitative medicine and director of speech pathology at the university medical center.

"It is impossible to fully learn about communications disorders from a traditional textbook," Ms. Haselkorn says. "The disorders need to be seen and heard. Even the clinical setting is limited by the time residents can spend and the chance availability of patients."

Ms. Haselkorn hopes to introduce the videodisk program into more classes next spring.

For more information, contact Ms. Haselkorn, Veterans Administration Medical Center, 1660 South Columbian Way, Seattle 98108; (206) 764-2222.

—KATHERINE S. MANGAN

Information Technology

Computers Used to Extend Access to Collections

Continued From Page A15

Museum Informatics Project, according to Mr. Duncan, who was director of the University Herbarium until 1991, when he joined the project. "There are relatively few academic institutions with the diversity of collections and the expertise in computers that Berkeley has," he says.

Although several universities, such as Cornell and Harvard, are considering similar ventures, he says, "no one else is doing a project like this."

The museum undertaking grew out of experiments started in 1988 by the Advanced Technology Planning Group, a part of the university's Office of Information Systems and Technology, to develop a database system for storing images in digital form.

"The art and architecture people came to us and said, 'We want images of our articles on computer. Can you help us?'" says Barbara H. Morgan, director of the planning group, which oversees the museum project.

Over the next few years, the planning group developed some prototypes with materials from several special collections. Those models demonstrated that images of artifacts, botanical specimens, paintings, photographs, maps, slides, and other visual materials could be digitized and combined with text records into on-line catalogs.

\$215,000 Grant

In January a group of special-collection managers formed a coalition to turn the prototypes into functioning systems. The coalition includes the museums of art, anthropology, paleontology, and vertebrate zoology; the architecture and art-history slide libraries; and the herbarium.

Sun Microsystems Inc. gave the university a \$215,000 grant for equipment. The National Science Foundation gave the herbarium a \$720,000 grant to develop an on-line catalog of California flora.

For the undertaking to succeed, the collection managers must solve some thorny problems, Ms. Morgan says. Technical matters—organizing unwieldy collections, putting records into electronic form, adapting prototypes to new fields—will be the easiest to handle, she predicts. Intellectual issues—agreeing on common procedures and standards, for example—will be far more difficult.

"Cooperative efforts are absolutely essential for this project," she says. "The problems are bigger than any one department or collection can handle. Groups on campus that don't normally talk to each other—the fossil people and the art people—have to get together and try to see what their collections have in common."

The prevailing attitude among collection managers today is, "My collection is so unique I couldn't possibly . . ." Ms. Morgan says. While they all want to participate in the new project, the managers



Barbara H. Morgan of Berkeley's Advanced Technology Planning Group: "Cooperative efforts are absolutely essential for this project."

have different opinions about the value of computers for organizing text and images.

Marilyn Snow, a librarian who worked on one of the prototypes, says she is eager to have an on-line catalog with information and pictures because it will make access to her Architecture Slide and Photograph Library much easier.

"I have 200,000 slides and no catalog," she says. "People go to cabinets and look in drawers by category, artist, or name of a building, which is fine if you know that. But people who are thinking of a building type or design or a spatial relationship can't find it."

Ms. Snow says she based her concept of an on-line catalog on the typical architecture catalog of the 1940's, which was a scrapbook with tiny pictures. "I decided we should put that on computer and keep the visual references," she says.

About 1,700 records and 3,000 images are now accessible on the architecture prototype. The model uses two programs—"Image-Query" and "ImageView"—that turn the computer screen into windows for text and pictures.

'A Visual Data Base'

With her system, Ms. Snow says, she can ask for Indian, Chinese, and Islamic towers, for example, and the computer will tell her how many records are in the data base. With a click of a mouse, she can retrieve the records and scroll through them in one of the windows. With another click, she can get a description and image of a Chinese watchtower and zoom in on a detail. Another click provides a window filled with small snapshots of other towers.

"When the catalog is on line and we have a visual data base," she says, "we can give a visual counterpart to what people are learning from books. We can have more visual education."

Patricia Podzorski, information-systems manager for the Phoebe Apperson Hearst Museum of An-

thropology, says she has reservations about trying to create a computer catalog for a collection of 3.8 million objects.

"Over the last 20 years," she says, "the museum has made a couple of runs at computerizing the collection, but they never got off the ground. The computer has not been able to do what the curator has wanted to do. Paper was better. Since this is our third run at computerization, there is a certain skepticism."

The anthropology museum's effort to develop an on-line catalog is still preliminary—"a proto prototype," as Ms. Podzorski puts it. "Our pre-alpha version of the basic screen is so primitive we can't even capture the 50 records we have entered."

'Icing on the Cake'

Ms. Podzorski calls digital images "icing on the cake" for the anthropology collection.

"Essentially, we're transferring a paper system to the computer," she says. "Images are not our prime interest right now."

Because of the time required for computerization, Ms. Morgan says she expects the Museum Informatics Project to extend well into the next century. "The basic automation of these collections is a nightmare," she says.

"Digitizing time is about five minutes per slide, not counting any fancy editing," she says. "That is about the same amount of time it takes to catalog the text record. So you're looking at 10 minutes to get the image and the text record into the data base. If you multiply that by the size of some of these collections, you're talking about decades of work."

Now that the museum project is under way, Ms. Morgan says, she is looking for a small collection to computerize so people can see that an on-line catalog for a complete collection is realistic. "The next stage is tricky," she says. "The question is, What new project will have the quickest payoff?"

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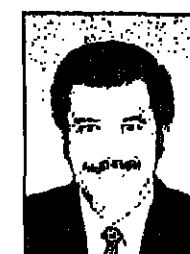
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Advertisement

The Learning Society: My Next Life

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



The mug shot at the top of this column hasn't changed. And the name is the same. But the more observant readers among you may have noticed that a line of description is missing under my byline. I am no longer identified as Vice President for Education at Apple Computer. And it occurred to me that those of you who know me, and those of you who have come to know me through these columns, might wonder why.

The simplest explanation is that a decade in "new-age" California has finally had an effect on this cynical New York street kid. One life isn't enough for me. But while people around me relive their past lives, I'm preoccupied with the future. And I'm sure of one thing: I want to spend my next life in a university setting. That's where I feel most at home.

After three very exciting years at Apple Computer, I've found myself drawn, with increasing intensity, back into the fold. Not that I've ever been entirely gone! One of the things I've enjoyed most during my tenure at Apple has been the opportunity to visit colleges and universities from coast to coast. In the last few months alone, I've visited campuses in North Carolina, Virginia, Kentucky, Washington, and Ohio. I've felt wonderful about those communities of learners. I'm drawn back to an arena where I can work, in an ongoing way, with students and colleagues. And so, faced with the decision of staying in corporate life or reintegrating myself into the university community, I've decided to return to the University of California at Berkeley. Beginning in January 1993, I'll be taking up my teaching duties there once more.

So—if you'll forgive an existential digression—why am I still occupying this space?

As I make the transition to my next life, I'll be doing a number of things. Apple has asked me to continue these columns for the time being. There are still many things I've learned and observed about computers and classrooms that I want to communicate. And when the time comes that I'm no longer writing these columns under the sponsorship of Apple, I plan to continue sharing my ideas about education and technology through other channels, including a book that I hope to complete in coming months.

Some of my plans are more pedestrian—and I mean that literally. After years of frequent flying and phone meetings on the freeway, I want to take walks with my family and spend a lot more time with them. My 11-year-old son is showing promise of achieving the goal that I strived so hard for and fell short of—being the next Willie Mays. He's playing Little League baseball and I'll be assistant coach of his team. And my five-year-old daughter Elizabeth Danielle, whom we call Gia, is getting ready to play T-ball. She's also an aspiring ice skater and a budding physicist, and she's rapidly proving herself to be our family's resident Macintosh computer expert. So I'll be taking some lessons from Gia. And finally, I'll be spending happy summer hours proofreading my wife's latest book.

At the same time, I'm going to be doing a great deal of thinking about how I can build on the knowledge and experience I've accumulated—sometimes despite myself—over the years. I learned many valuable lessons while serving as dean of the Graduate School of Education at Berkeley, where I had the pleasure of building an especially strong program in cognitive science and instructional technology, and where I was given the opportunity to recruit some of the world's finest cognitive scientists to the faculty. And in my three years in the truly fascinating and challenging business environment of Apple, I've picked up the equivalent of three or four MBAs. I hope to find some way to combine these experiences with my desire to talk about what the future holds in instructional technology and with my impulse to move from diagnosis to development. I plan to do a great deal of reflecting about ways that I might help to build the future.

And I believe that it will be a very exciting future. We are on the edge of tremendous technological advances that will improve instruction and make better use of teachers' time and energies. We are on the verge of critical breakthroughs—new courseware authoring systems, new multimedia applications, and new networking opportunities.

We are in the process of developing not only new methods for teaching, but also a new vision of learning—one that recognizes learning as a normal part of being alive rather than a specialized activity tied to the classroom. We are moving toward what I call the Learning Society, in which modern technology is harnessed to free the way we learn, so that learning can go on at any time, at any place, on any topic, and in any sequence. Freed from our self-imposed constraints on how we learn, we can use the world at large as our classroom, and one another as our teachers.

In my next life—and in my next column—I hope to contribute to this vision.

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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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Medicine. "IMHOTEP, Version 1.0," for Apple Macintosh or IBM PC and compatibles. Requires "HyperCard" or "Windows." Interactive multimedia program on the health of blacks gives information on seven diseases: AIDS, cholera, diabetes, hypertension, lupus, onchocerciasis, and sickle-cell anemia; includes origin, symptoms, treatment, prevention, and outlook. \$122 for Apple Macintosh version; \$98 for IBM version. Contact: AfroLink Software, 1815 Wellington Road, Los Angeles 90019; (213) 732-7923.

Physics. "CrystalTutor," for Apple Macintosh. Requires "HyperCard." Seven self-paced tutorials help students learn the complex three-dimensional structures of solid-state geometry and crystallography. \$45; quantity discounts available. Contact: Intellimation, Department GAPA, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8353 or (805) 685-2100.

Programming. "Matrix Engine," for Apple Macintosh. Enables programmers to develop applications for data in data bases, ledgers, lists, and spreadsheets; lets users create, edit, maintain, and save lists with a defined number of columns and an almost infinite number of rows; \$395. Contact: DataPak Software Inc., 9317 Northeast Highway 99, Suite G, Vancouver, Wash. 98665-8900; (206) 573-9153.

Statistics. "SPSS for Windows," for IBM PC and compatibles. A statistical-analysis package provides file management, data manipulation, and data editing; capable of summary, means comparison, correlation, linear regression, non-parametric tests, and multiple response; users can display multiple windows containing numbers, graphics, commands, and data simultaneously; includes "hot buttons" for immediate access to charts; \$595; site licenses available. Contact: SPSS Inc., 444 North Michigan Avenue, Chicago 60611-3962; (312) 329-2400.

Utilities. "Jag," for IBM PC and compatibles. Requires "Windows." Lets users remove jagged, stair-stepped edges from color and grayscale computer graphics; enhances images in printing, photo-retouching, and three-dimensional applications; \$99.95. Contact: Ray Dream Inc., 1804 North Shoreline Boulevard, Mountain View, Cal. 94043; (800) 846-0111 or (415) 960-0768.

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Chemistry data bases. "Analytical Abstracts," for CD-ROM players used with IBM PC and compatibles. Includes abstracts from 1,000 international scientific journals originally published in more than 20 languages; \$1,850; updated quarterly. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

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WILLIAM C. KERBY

The president of the University of Florida decided he couldn't just sit idle as the Legislature debated whether to enact the new tax proposal by Gov. Lawton Chiles.

To drum up support for the proposal, President John V. Lombardi sent letters to about 60,000 students, parents, alumni, and athletic boosters, urging them to tell their legislators to vote for the tax-reform package.

"We need your help," he wrote. The letter said the university had lost 588 positions in the last 18 months and could lose 313 more unless Governor Chiles's "Fair Share Tax and Budget Reform" package or one similar to it were enacted. The plan would drop the state sales tax from six cents to five, but extend it to services that are now exempt, such as dry cleaning and haircuts.

Included with the letters were postcards and a list of legislators' telephone and facsimile numbers. The mailings, which cost more than \$15,500, were paid for by the University of Florida Foundation and the Gator Boosters, a group that supports athletic teams.

Mr. Lombardi said he had begun to campaign for the Governor's plan after both the Board of Regents and the foundation endorsed it.

Although Governor Chiles is a Democrat, Mr. Lombardi said there was nothing inappropriately partisan in his sending the letters, since several Republican legislators and Cabinet members back a similar tax-reform plan.

Florida's financial problems have prompted one private college to offer assistance to state residents who enroll.

Lynn University, until 1991 the College of Boca Raton, created the Florida Resident Academic Incentive Scholarship Program this year to provide grants to students with "demonstrated and potential academic ability." The award is worth half a semester's tuition of \$5,950, or \$2,975. The award can be combined with a \$425 subsidy from the state's Tuition Voucher Program so that a participant in the program would pay \$2,550 a semester. Grants can be renewed if a student has a grade-point average of at least 2.5 and completes at least 12 credit hours in a semester.

Eligible students must be first-time freshmen and graduates of Florida high schools who meet at least two of three criteria: They must rank in the top half of their high-school class, have a B average, or score at least 850 on the SAT or at least 20 on the ACT.

Robert E. Levinson, vice-president of marketing at Lynn, said the reaction to the university's new programs, particularly from students and educators, had been enthusiastic. The programs may not only attract more students, he said, but also help ease the space crunch at public colleges. "We feel it's important to do something as a private institution that would be unique and helpful," he said.

Government & Politics



William C. Kerby, an economics professor at California State U. at Sacramento: "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it."

Campus Officials Question Colleges' Role in President's School-Reform Effort

By JACK GOODMAN

Many college officials are skeptical of the role the Bush Administration envisions for their institutions in the America 2000 school-reform effort.

Although they are pleased that the President is drawing attention to the need for education reform, many argue that the agenda set forth in America 2000 is so vague and contradictory that they do not know what is expected of their institutions. They also say their budgets are so tight that the government cannot expect them to expand programs or create new ones without offering financial help.

What is more, many educators say that the America 2000 program glosses over a fundamental way in which higher education influences schoolchildren: teacher education.

College officials are annoyed that the Education Department has criticized them for not doing enough to help elementary and secondary schools. Many in higher education say that the Administration is ignoring existing, effective programs run by colleges.

Colleges Called 'Over-Sensitive'

Still, Carolyn Reid-Wallace, the Assistant Secretary for postsecondary education, says that she has seen a growing contribution by colleges to America 2000 and that their criticism of the strategy results from being "over-sensitive" and excessively concerned about receiving credit for their work.

America 2000 is the Bush Administration's strategy to inspire the nation to

achieve the six National Education Goals. The goals, which were developed by the Administration and the nation's governors, state that:

- All children will enter school ready to learn.
- The high-school graduation rate will be at least 90 per cent.
- Students will be competent in the five core subjects of English, mathematics, science, history, and geography.

- American students will be first in the world in math and science.
- All adults will be literate.
- Every school will be free of illegal drugs.

The strategy envisions a "populist crusade" in which communities and cities adopt the goals and rebuild their own schools while the federal government serves primarily as a source of encouragement.

Continued on Page A22

Republican Lawyer Is Administration's Choice to Head White House Effort on Black Colleges

By JOYE MERCER

WASHINGTON
Trudi M. Morrison, a Washington lawyer who has worked for several Republican politicians, is expected to be named to direct the Bush Administration's efforts on behalf of historically black colleges.

Education Department officials confirmed last week that Ms. Morrison was the choice of Carolyn Reid-Wallace, Assistant Secretary for postsecondary education. The officials said Ms. Morrison, who is already consulting at the department, would not comment.

Ms. Morrison would succeed Robert K. Goodwin, who was fired by Ms. Reid-Wallace in February.

As executive director of the White House Initiative on Historically Black Colleges and Universities, Ms. Morrison would work to strengthen the ability of black colleges to participate in federal pro-

grams. She would also coordinate the efforts of the President's Board of Advisers on Historically Black Colleges and Universities.

Ms. Morrison, a Denver native and graduate of Colorado State University and George Washington University School of Law, was deputy sergeant-at-arms at the U.S. Senate in 1986 when Sen. Robert Dole, a Republican from Kansas, was Senate majority leader. Before that, she served as associate director of the Office of Public Liaison in the Reagan White House.

'Fifth-Generation Republican'

In a December 1986 *Ebony* magazine article that referred to Ms. Morrison as a "fifth-generation Republican," she described herself as "the CEO of the Senate corporation."

Reaction to the expected appointment
Continued on Page A23

Work-Study and Other Student-Aid Programs Are Seriously Hurt by Recession

Continued From Page A1
cost the government \$3.4-billion this year. The failure to stem the tide of bad loans despite recent crackdowns in Washington could harm student-aid programs politically, and high default rates at some institutions could result in their students' becoming ineligible for federal loan programs.

These developments followed the Bush Administration's announcements last month that the Pell Grant program had a deficit of \$1.4-billion because of unexpected demand for grants this year and in the coming academic year.

Tuition Up on Many Campuses

The greater demand for aid has coincided with increases in tuition on many campuses—particularly at many public institutions, where students have been asked to pay more to make up for cuts in state budgets. Aid officers say the programs can stretch only so far.

"It's time to take a look at the whole picture," said Dan Davenport, director of financial aid at the University of Idaho. "We've got to look at some different ways" of aiding students, he said. "We can't continue with 1979 funding levels."

The Bush Administration has been reluctant to blame the recession for the increased demand, but college officials say more people have enrolled in college or job-training courses because they cannot find work. They also report that more students have become eligible for aid because their parents are unemployed.

Washington has provided Pell Grants to all who qualified, creating the shortfall with which Congress is now grappling. But the federal government has not been as generous in the work-study program, advising campuses to make do with the funds they've been allocated.

Under the work-study program, campuses are allotted funds based on the esti-

"It's time to take a look at the whole picture. We've got to look at some different ways" of aiding students. "We can't continue with 1979 funding levels."

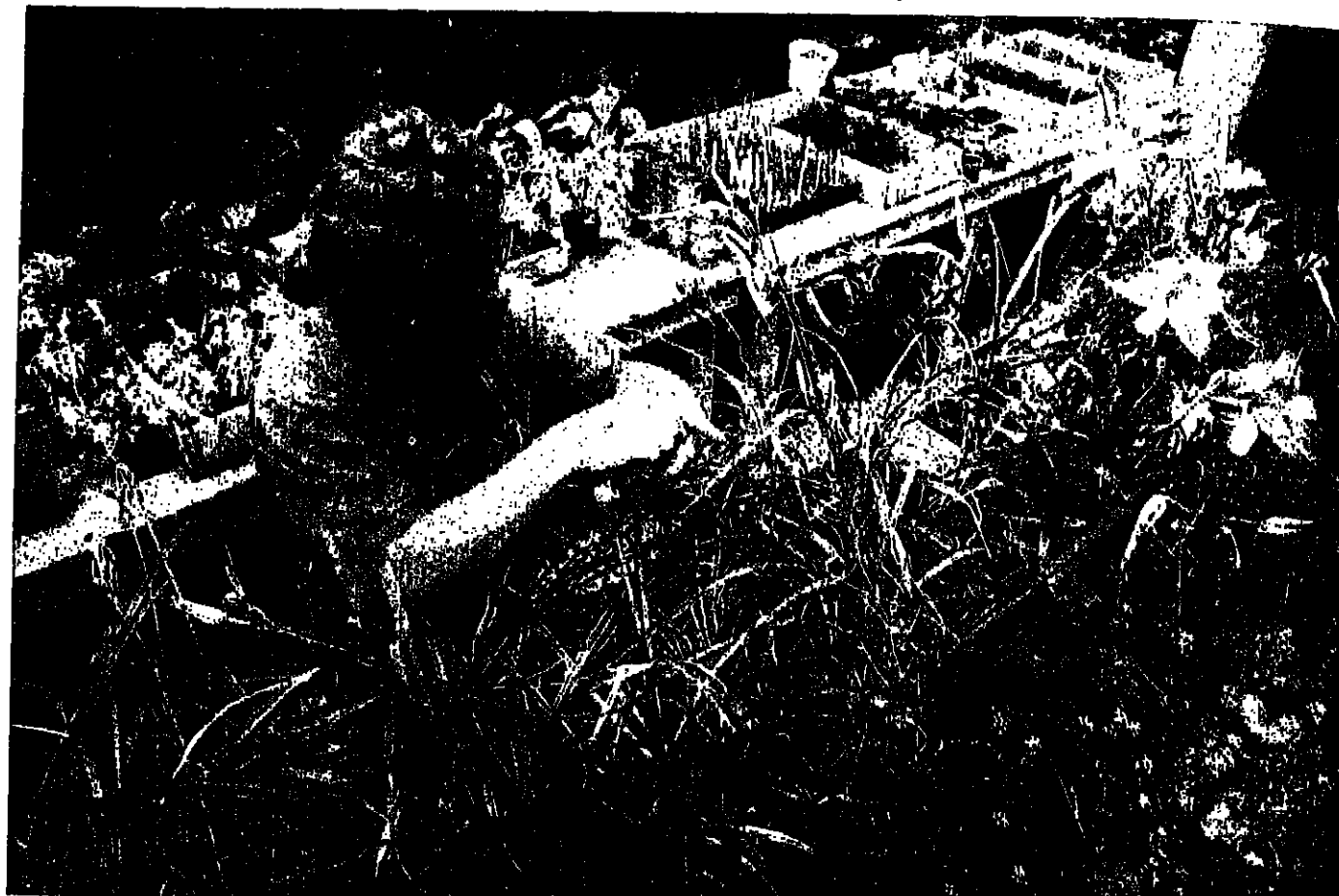
mated need of their students. The federal money pays for 70 per cent of the wages for needy students who work for non-profit employers—including colleges—and 50 per cent for those employed by for-profit interests.

Those campuses that use up their funds may choose to shift up to 10 per cent of their Supplemental Educational Opportunity Grants to work-study or to pay students with institutional funds. Campuses that spend their own money can use up to 10 per cent of the funds from the subsequent year to pay themselves back.

Aid Officer's Standard Tactic

For the aid officer, the task is to allocate the work-study funds by estimating how many students can be supported for how many hours of work. A standard tactic is to award more money than the university is allotted because some students who are eligible for the program will not work, and others will not work as many hours as they are allowed.

This year, many aid officers say, more students were eligible, more of them opted



A Youngstown State student works for the biology department in the institution's greenhouse. University officials are concerned that a shortfall in work-study funds will affect enrollment.

to take the jobs, and many of them worked more hours.

"More and more people are looking at College Work-Study as an option," said Richard Lasko, director of financial aid at the University of Toledo. He said his university did not see the decline in demand for work-study jobs that had been typical in the spring, when students took better-paying jobs off the campus. "It just hasn't stopped."

Mr. Lasko said demand had also increased because budget cuts in Ohio had led many department heads on the campus to hire work-study students this year as secretaries and laboratory assistants. "It's a double-edged sword," he said.

Toledo is coping with the problem, Mr. Lasko said, by cutting some students' work hours, adding more university funds to the work-study program, and encouraging students to take out Perkins Student Loans rather than work.

Mr. Davenport at the University of Idaho said his office had financed the work-study program "just by the skin of our teeth" this year. Many students, he said, worked more hours this year because they couldn't find jobs last summer.

Mr. Davenport said the work-study program also had been strained by increases in the minimum wage during the past two years.

'It Will Hurt Our Enrollment'

At Youngstown State University, officials said they were concerned that their shortage of work-study funds would be worse next year and would have serious effects on students who rely heavily on the program to pay their tuition. "I think it will hurt our enrollment," said William T. Collins, Jr., director of scholarships and financial aid. Tuition at the university will be \$2,589 in the fall.

The largest shortfall may be at the City University of New York, where Chancellor W. Ann Reynolds has appealed to New York's Congressional delegation to help her get as much as \$2-million more in

work-study funds from the Education Department. The lawmakers have not been able to get the money for the 21-campus system, which received \$7.3-million in work-study funds this academic year.

Ms. Reynolds, in a letter to lawmakers, argued that higher tuition and a cut in the Perkins Student Loan Program that occurred because of the university's high default rate had increased the demand for work-study. But she said the largest factor had been the recession.

Ms. Reynolds cited New York City's 10-per-cent unemployment rate and argued that it was even higher for college-age people. "Local businesses are unable to provide sufficient employment opportunities for college students to assist the personal



CUNY's W. Ann Reynolds: "Local businesses are unable to provide sufficient employment opportunities for college students."

effort to pay for higher education," she wrote.

An Education Department official acknowledged that many campuses had had shortages in their work-study programs. "The moneys are not going as far as they may have in previous years," said the official, who spoke under the terms of a department policy that demands anonymity for all but the highest officials.

Worsened by 1991 Program Cut

The official said the problem had been made worse by a cut in the work-study program. Congress made that cut in the fiscal 1991 budget, which provided funds for the current academic year. Lawmakers appropriated \$601-million for the program in fiscal 1990 for the 1990-91 academic year, but only \$594-million in fiscal 1991 for the 1991-92 year—a cut of 1.2 per cent.

The official said that colleges that had requested additional work-study money could qualify for some of the unused funds that other campuses are expected to return to the Education Department next month. But those funds must be used in the next year, not the current one, he said. Clyde C. Avelhe, director of federal relations for CUNY, said providing more money for next year would not be enough. "That never gets you out of the jam," he said.

Regardless of how much money is returned next month, campuses will have a little more work-study money to meet students' needs in the upcoming academic year. That is because Congress appropriated \$615-million for the program in fiscal 1992, an increase of \$21-million over 1991.

Lawmakers are now developing a 1993 budget that would provide funds for academic 1993-94. The Bush Administration has asked them to increase to 50 per cent from 30 per cent the portion of the program paid by employers, and to reduce the federal share to \$454-million. Lawmakers struggling with the Pell Grant shortage could agree to cut the work-study program to find some of the money.

Concerns that the recession is causing



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Section 2

June 10, 1992



By Gerald M. Pomper

GEOGE BERNARD SHAW warned us that there are two tragedies in life. One is to lose your heart's desire. The other is to gain it. We should remember that lesson when discussing reform of the Presidential-election process.

Americans have been addicted to reform ever since our Constitutional Convention in 1787. Seeing the Constitution as a great human invention, we believe that we can easily remake our political institutions. In the last 30 years, in particular, we have engaged in extensive reforms, from increasing the number of states with Presidential primaries to shifting most of the responsibility for financing campaigns from individual contributors to political-action committees.

In a successful crusade to "democratize the system," party leaders have lost their influence in choosing candidates; nominating conventions have become ritualized ratifications of primary results. Campaigns, previously efforts to mobilize coalitions of social groups, have become direct appeals to individual voters through

Improving the Way We Elect Presidents

Changes are needed, but reformers must be sure they 'do no harm'

the mass media. We got what we wanted—and we don't like it.

Despite reform, the election system seems to have decayed, not improved. Presidential nominations are won by Ronald Reagans and Jimmy Carters, self-proclaimed outsiders with limited national experience and little expertise in coalition building, rather than by the Roosevelts and Eisenhowers, who were chosen by the erstwhile "evil party bosses." Campaigns have become trivialized—conducted in 30-second advertisements, reported by broadcasters in 10-second news bites, and financed by political-action committees

devoted to the status quo. The proportion of eligible Americans who vote is at the lowest point in the last six decades.

VOTERS are not responsible for the decay of the American electoral process. Contrary to those snobs among intellectuals and campaign consultants who view voters as unwashed clods, scholarly research of recent years demonstrates that the electorate acts reasonably. In particular, empirical researchers who analyze voting data—such as political scientists Samuel Popkin, Benjamin Page, Robert Shapiro, and Morris Fiorina—have shown that despite limited time and information, voters sensibly assess the data available and make decisions based on rational preferences, on the performance of the incumbent Administration, and on candidates' personal characteristics, such as competence, integrity, and reliability.

To be sure, voters do not know many isolated facts about politics, such as the number of people in the House of Representatives. But democratic politics is not a

Continued on Following Page

OPINION

Election Reform: Proponents Must Take Care to 'Do No Harm'

Continued From Preceding Page
giant "Jeopardy" game. It is, or should be, based on serious choices by busy citizens among the alternatives presented to them.

To improve the election process, we need to stop beating up on the voters, who are the victims of its decay, not the cause. We need to focus on the inadequate stimuli presented to the electorate. If we want voters to focus on issues, we need to bring issues before them. If we want voters to choose a competent President, we need to offer them a choice of competent candidates.

IN PARTICULAR, we need to rebuild the party system, improve the quality of information provided voters, and reduce the obstacles to their informed participation. The utility of these approaches can be demonstrated in three areas—voter participation, the conduct of campaigns, and Presidential nominations.

Critics typically have disparaged citizens who do not vote, saying they are neglecting their civic duty. To increase the number of people who vote, it would be more sensible to remove the burdens on voters. For example, voter turnout in America is not actually low, if one looks at the proportion of the registered voters who cast ballots.

Looking at total population, turnout would approach that in other advanced democracies if, instead of requiring citizens to register to vote in person, the government took such simple steps as automatically registering them at the time they renew their driver's licenses. Another simple step would be to re-register voters who are moving when they fill out standard change-of-address forms at their local post offices.

Changing some of the restrictions on the activities of political parties also could help improve the electoral process. Where parties are active, here or abroad, they mobilize voters, especially among the low-income groups that are least likely to vote. Present laws actually inhibit such mobilization because the amount of money that parties are allowed to spend on a Presidential campaign must include what they spend to register voters.

Rebuilding parties is another key to improving campaigns. The Watergate scandal spurred the reform of electoral finance, but the financial limitations adopted actually have further weakened the parties, which already had lost power because of the spread of primaries. For example, laws have improved the way that parties report campaign contributions, but they also now limit a party's contributions to its own candidates to a mere \$5,000 for a House candidate and \$17,500 for a Senate candidate. Thus political parties now provide only 7 percent of the money spent by candidates in elections.

ALTHOUGH there are restrictions on how much individual candidates may raise from a single source, no restrictions exist on how much they may raise over all, and most campaigns now rely on donations from individuals and political-action committees. This system encourages campaigns by individuals who are not beholden to the parties; increases the clout of corporations and trade associations joined in PACs; assures most incumbents (who are usually the recipients of PAC money) easy re-election; and gives an unfair advantage to candidates with large personal wealth.

Public disapproval of the resulting elec-

toral process is evident in the movement to limit the terms of legislators. A better solution would be to increase the financial resources of the parties, so that they could conduct meaningful and reasonably coherent campaigns, based on their records and collective stands on issues. Many scholars now agree on this approach, although others are skeptical that parties can be rebuilt.

Those of us who support the concept propose various possibilities, such as raising the amounts that individuals can contribute to parties and increasing the amounts that parties can spend on campaigns; asking Congress to pass legislation to reduce the costs of political mailings and television ads; and giving direct public subsidies of tax dollars to parties. In any new system, however, it is vital that funds go to parties.

Strengthened parties could also address the problem of providing more information to voters. Although sneering political commentators may doubt it, our parties do differ: Note their policies on taxation and abortion, for example. If parties were more prominent in election campaigns and if they were able to publicize their positions on various issues more extensively, voters would find it easier to cast informed ballots. Televised debates also could provide simple yet meaningful information if they were restructured as direct confrontations between party candidates (as in Canada), rather than as opportunities for reporters and broadcasters to exhibit their pretensions to political savvy.

PERHAPS the most vital step we could take—one that many scholars and political commentators support—would be to alter the system of Presidential nominations. This year, close to half of the voters in primary elections (and even more of the non-voters) have said that they are

dissatisfied with the choices presented. They may not realize it, but their unhappiness is the direct result of changes in the nominating process since the 1960's. Without really intending it, we have replaced an imperfect method of deliberation and bargaining among politicians—who read public opinion—with a far more imperfect method of incomplete and hasty decision making in party primaries and caucuses by unrepresentative state electorates (influenced by newspaper and television pundits).

Presidential nominations now depend on the ambitions of individual entrepreneurial candidates. Before most of the nation pays attention, these candidates are evaluated, and most are eliminated, by the voters of Iowa and New Hampshire—small, relatively non-industrialized and ethnically homogeneous states; by fund raisers who are not politically accountable to the electorate but who play a large role in advancing candidates; and by a press corps concerned more with a candidate's prurient than public behavior.

Party leaders and public officials, who are well informed about the candidates, are reduced to cheerleaders. By the time the voters learn enough about the candidates to make informed judgments, their choices are highly restricted.

Aside from New Hampshire motel operators, few defend this system, and Democratic Party commissions have debated various changes in the nomination system. Journalists and legislators also review the process after each unhappy election, but most suggested changes might actually worsen the situation.

For example, one suggestion, a national primary, would be a roll of the dice, substituting a single premature decision for the present overemphasis on a few early primaries. A series of regional primaries

would give an advantage to a candidate from the first region polled, who would gain immense momentum from the resulting press attention. A return to the traditional system of brokered party conventions—which I and some political commentators support—would no longer be legitimate by our contemporary standards of "pure" democracy.

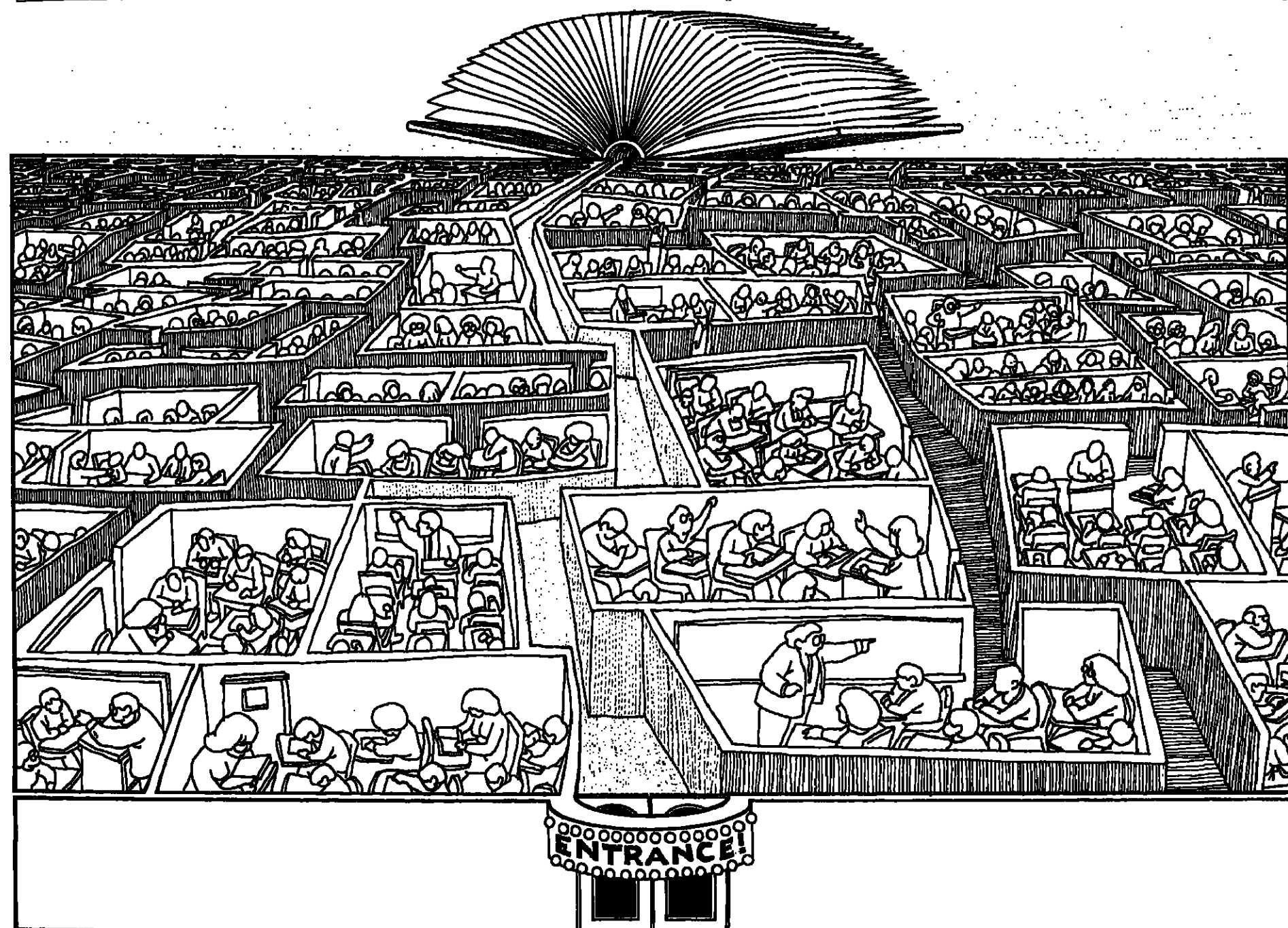
YET some improvements are still possible. If more party and public officials were named "superdelegates" to the party conventions, they could increase the importance of peer review. Primaries could be scheduled better, perhaps held once each month for several months in representative samples of states chosen from all the major regions. The national parties could even adopt the practice of many states and hold their conventions early in the election year, approving a small number of potential leaders who met the politicians' tests of competence and skill. With the fuller information provided in these publicized national screenings, the party voters could be trusted to make the final choice in a national primary.

Even if adopted, such reforms also would surely demonstrate the law of unintended consequences: We get more—and often worse—results than we expect. In further changing the American election system, then, we must be wary and try, at least one time, to follow the ancient first law of medicine: "Do no harm." Our patient, the political process, does need medicine, but the prescriptions must be based on informed analysis of the problem, not on ritualistic incantations of devotion to democracy and change for the sake of change.

Gerald M. Pomper is professor of political science at Rutgers University and author of *Passions and Interests: Political Party Concepts of American Democracy* (University Press of Kansas, 1992).

OPINION

OPINION



By Roger Bowen

WHEN I came to Colby College in 1978, it had the reputation of being one of America's top regional liberal-arts colleges. Today nearly every national ranking of liberal-arts colleges rates Colby highly; even during this recession it continues to attract more than 3,000 applicants each year for some 450 spots in the freshman class. Colby is "hot," and for good reason: It has all the ingredients of a first-rate institution—a productive and caring faculty, bright and hard-working students, a dynamic president, and deeply devoted trustees.

To understand the college's phenomenal rise in status, I've examined changes in Colby's government department during the past dozen years. I realize that this is a methodologically risky approach, but the department probably mirrors the institution as a whole. In 1978 the department was led by two senior professors who dedicated themselves almost exclusively to teaching; it also included three junior faculty members who were intent on publishing research as well as being committed to teaching. Today the department consists of 10 faculty members who devote as much, if not more, time and energy to publishing as they do to teaching.

What accounts for the change? After the current president arrived in 1979, a "merit system" was introduced that made explicit the need for faculty members to publish if they wanted to advance their careers; tenure, promotion, and salary increases came to depend more and more on publishing. Faculty members' teaching loads were reduced from six courses a year to five, part-

ly as an inducement to publish. Today the likelihood of being tenured without at least one book (or an "equivalent" number of articles) to one's credit is minimal. A "meritocracy" prevails.

One consequence of the transformation of Colby's faculty from one consisting primarily of teachers to one composed of scholar-teachers is that, at any particular

time, several faculty members might be away from the college pursuing research and writing even when they are not officially on leave. Invariably, students complain that so-and-so is absent too often, that teachers are not keeping office hours, that a desired class is not being taught, or that classes frequently are rescheduled to accommodate a faculty member's travel plans.

Another consequence of the new system has been increased competitiveness among colleagues. Tenure, promotions, and raises theoretically are based on performance, and the official order of priorities is teaching, scholarship, and service. Faculty members are rated as "exceptional," "outstanding," or "good." In some tenure decisions, merely "outstanding" teacher-scholars have been denied tenure. And despite the official line that the top salary increases are awarded only to the best teachers, in reality, excellence in teaching falls behind publication in deter-

mining merit pay. Since the administration assumes that only a few faculty members can be rated "exceptional" and receive the largest salary increases, faculty members compete for the "exceptional" label.

A third consequence of the de-emphasis on teaching has been that tenure and other rewards have been given to good scholars who are not effective teachers and denied to excellent teachers with only mildly impressive scholarly records. Publishing has become such an important criterion in tenure decisions that tenure-review committees are even evaluating the prestige of publishers with whom colleagues sign contracts. A faculty member with a book to his or her credit might be denied tenure if the committee felt the publisher was not prestigious enough.

IN SHORT, although outside observers may view Colby's meteoric rise in status as proof of unqualified success, insiders such as myself recognize that the college has paid a high price for its exalted reputation. Colby has demeaned one of the most important qualities that define a small liberal-arts college—a faculty committed primarily to teaching—by forcibly recasting its faculty in the image of those at large research institutions.

Of course, there is absolutely nothing wrong, and much that is commendable,

with people's setting high standards for themselves, but the effect of making such publishing standards part of the unofficial ideology of merit is pernicious. Untenured faculty members who accept at face value the official line of "teaching first" are shattered emotionally when they are denied tenure because their publication record is deemed inadequate. But equally disturbing,

tenured faculty members who publish infrequently, and who privately insist that they are content with focusing on teaching and writing the odd article, will pretend in public that they themselves have embraced the ideology of "publication first."

To back up their pretense, they sometimes impose even higher standards on tenure candidates than do some of the faculty members who are publishing vigorously. The teaching-oriented faculty members say, in effect, "I don't publish very much, but I think candidates for tenure should have an impressive publication record." In no time, a herd instinct or pack mentality prevails, resulting in "mere" teachers' being denied tenure.

My perceptions of the changes at Colby have shaped my beliefs about how liberal-arts institutions should treat their most valuable resource, the faculty.

Colleges should not give mixed messages to junior faculty members; they should not say that excellence in teaching is the *sine qua non* for tenure and promotion but then, in fact, reward individuals largely on the basis of their publication records.

Administrators and faculty members

Continued on Following Page

MÉLANGE: COMMENCEMENTS 1992

'The Screen Behind Which Our Nation Is Looted'; 'Giving Your Lives to the Service of the Oppressed'

NOT LONG AGO I spent an evening at a church near my home in downtown Washington, listening to a beautiful choral performance by a local group. I left the church, alone, and as I was walking through the darkness to my car, four young black men approached me. I saw them first out of the corner of my eye, and as they came closer I was frightened, and I tensed.

They said: "Did you like the concert?" They were seniors at Howard University—music lovers, too. I felt naked and ashamed.

This is what the quiet conditioning of the last 12 years does. It makes us afraid of one another. Eventually, it makes us hate each other.

We cannot change America if we train our anger on ourselves. Fear and hate make us weak.

They become the screen behind which our nation is looted. Today, our attention is consciously being turned away from our crumbling economy—our attention is not focused on factories that can't compete; not focused on bridges and roads crumbling from neglect; not focused on failing health and education systems.

Instead, we are distracted by flag

burning; by phony affirmative-action controversies; by imaginary welfare queens; by Willie Horton campaign tactics. And we are wedged apart from one another. And while we fight among ourselves, the middle class is drained, the poor are crushed, and a small political and social elite gets wealthier every day. —Sen. John D. Rockefeller, IV, Democrat of West Virginia, at the University of North Alabama

THERE IS NO LONGER any way for us to turn our eyes away from the horror: the hunger, the illiteracy, the loneliness, the sexual unrest, the ugly theological struggles for power.

We can no longer take the road back to our garden gate and enter in and then waddle into the sitting room and snap on the telly, gobble down the frozen lasagna, read the kids a story, cheer on the local football team, and then light a candle in the dusty light of our local shrine. I think you must get out from under your bushel basket and shine forth with hard, ardent, transfiguring light into the sharp-toothed dark around you.

I find this country lost in a brainless,

demented search for solutions: We make laws, break them, make promises, break them, hold up ideals for the rest of the world to follow, and mock them. We kill with pellets of cyanide, devastate the land, abandon the oppressed, and call ourselves with malign sincerity the leader of the world.

Where, then, from this welter . . . of devastation will you find joy and hope and delight? I think you will find it in giving your lives to the service of the oppressed around you.

There is no place in this quest I offer you for meanness of spirit, violence, petulance, rude language, or spite. There is only place for freedom, decency, daring, compassion, and a monumental refusal to be led, formed, wrecked on the will of others for whom power is a divine and brutal compulsion. Beware of power everywhere—in your church, in the supermarket, in your children's classrooms, in the courts, in the press, in television, in your family.

Confound the skeptics. Turn things around. —Ned O'Gorman, writer and headmaster of The Children's Storefront School (New York City) at Selon Hill College

LETTERS TO THE EDITOR

Community Colleges as Paths to Bachelor's Degrees

TO THE EDITOR:

There is nothing especially newsworthy in California's reported plan to redirect otherwise "qualified" undergraduates from its overcrowded universities to community colleges ("Status Turn to Community Colleges as Route to Bachelor's Degree as 4-Year Campuses Face Tight Budgets and Overcrowding." May 6). Neither is it news that one or more states might authorize some community colleges to grant the baccalaureate. . . . What is news is that the current crop of policy makers who advance such plans have clearly chosen to ignore the lessons of history and the considered advice of the Education Commission of the States.

With respect to diversion, the historical lesson is clear: Where diversion is adopted as state policy, it is invariably the least affluent and disadvantaged among university-eligible students who are channeled to community colleges. And while considerable debate surrounds the reasons, there is no question that the prospect of a diverted student's ever transferring to a senior institution and attaining the baccalaureate is severely diminished. Whatever fiscal justification might be raised in its defense, diversion, as social policy, impacts unjustly on our nation's most disadvantaged students.

As for the conversion of community colleges into senior institutions, the historical record is equally clear: Access and opportunity will be diminished for underserved students. One merely has to look to the example of Wayne State University, which began as Detroit Junior College, to observe the social dynamics at work. As Wayne State matured and adopted the norms of the American research university, access for the people of Detroit was diminished. There is no small irony in the fact that the people of Detroit, having nurtured Wayne State University, eventually found it necessary to create Wayne County Community College

in order to insure for their children access to affordable and community-responsive higher education.

Finally, the desire of some state governments to more closely integrate the community college within higher education's conventional hierarchy must be recognized for what it is—yet another threat to the diversity of American higher education. In 1985, the Education Commission of the States warned us of the risks to quality undergraduate education inherent in system integration. In an increasingly diverse nation, the commission concluded, each sector of American higher education should "strive for excellence that reflects [its] distinctive undergraduate missions."

If the community college is to be nothing more than an isthmus, the bridge between high school and university for the academically and socially fortunate, those values that have distinguished the community college and its contribution to this nation—its commitment to diversity, open access, and responsiveness—will be lost.

ROBERT PEDERSEN
Special Assistant to the President
West Virginia University at Parkersburg
Parkersburg, W. Va.

TO THE EDITOR:

Your article on how many states in the throes of fiscal crises are turning to community colleges to provide the first two years of a bachelor's degree at low cost to increasing numbers of students contains both bad and good news.

Unfortunately, the bad news is really not news at all. The California plan, for example, to "divert" students to two-year colleges who are academically qualified to enroll directly in the state's four-year institutions, though it might save California millions, smacks of old ways of doing business—old ways that have led California to have one of the lowest transfer rates in the nation.

Those who know the history of the

California system of higher education may recall that the state's first Master Plan in 1960 also called for the diversion of students away from senior to junior institutions. This in the face of gathering evidence that beginning one's college career at a community college rather than at a four-year college resulted in a competitive disadvantage for academically and socio-economically equivalent students seeking undergraduate degrees: They were up to 25 per cent less likely to complete baccalaureates. Thus to once again advocate the wholesale diversion of students is to re-embrace the most regressive kind of social policy.

The good news is also not entirely new. Some fiscally strapped states, notably Florida, are considering more progressive responses—providing private senior colleges with direct institutional grants of up to \$3,000 for each community-college transfer student that they accept; and, more interestingly, allowing some of the larger, more academically able community colleges to begin to offer bachelor's degrees. In the past, scores of upwardly aspiring two-year colleges converted themselves into senior institutions and in the process abandoned their commitment to access and equity. If colleges such as Miami-Dade are allowed to experiment with baccalaureate programs, one hopes that they would not follow the same path and attempt to become the University of Florida South.

Rather they could in fact enhance opportunities for their open-admission students by enabling them to "transfer" without leaving the institution whose expectations and culture they had already mastered. It might very well be that structural barriers to the baccalaureate will be removed and the state, to boot, will save some money.

Hard times often reveal hidden opportunities. Let us hope that we seize the moment, stay true to our best in-

stincts, and take some chances in the interest of access and equity.

L. STEVEN ZWERLING
Education and Culture Program Officer
Ford Foundation
New York City

TO THE EDITOR:

. . . An institution that offers the first two years of a liberal-arts education and that facilitates the transfer process has operated successfully in Wisconsin for 34 years. It is the University of Wisconsin Centers, a two-year institution within the University of Wisconsin System, with 13 campuses located in small- and medium-sized communities throughout the state. The UWC offers freshman- and sophomore-level university courses to approximately 11,000 students and confers a general-education associate degree.

More freshmen begin at the UWC than at any of the other UW institutions except the University of Wisconsin at Madison. The UW System transfer policy directs baccalaureate campuses to treat Centers' transfers largely as they do their own continuing students. Joint-admission agreements allow a student to be admitted as a freshman to a Centers campus with a guarantee (assuming satisfactory performance) of admission as a junior to a specific baccalaureate campus. Although student outcomes vary from year to year, in general at least 70 per cent of those who transfer complete the bachelor's degree.

Fiscal constraints have affected Wisconsin as they have other states, and our students are facing increasingly higher GPA requirements for admission to the UWC and for transfer. Nevertheless, our experience shows that a freshman-sophomore institution can give students an excellent and relatively low-cost preparation for the final years of a college education.

LEE E. CRUGEL
Chancellor
University of Wisconsin Centers
Madison, Wis.

TO THE EDITOR:

. . . For the past five years I have been director of the Brunswick Center, a consortium composed of Brunswick College, a two-year college; Armstrong State College, a senior college; and Georgia Southern University, a regional university. In the fall of 1986, these three institutions, all units of the University System of Georgia, entered into an arrangement whereby the junior college would continue to provide the

first two years of college and the associate's degree and the senior college and university would offer upper-division courses on the junior-college campus leading to baccalaureate degrees. . . .

Students are admitted to the senior college from which they will earn the degree, but as transient students, they may take courses offered by the other two colleges. . . .

Each institution provides the faculty for its courses, and each maintains the official academic records of its students. However, all registration is done through Brunswick College, and all fees are paid to the respective colleges. The staff of the Brunswick Center coordinates a unified program on behalf of the participating colleges and university.

All services of the Brunswick College library are available to the students enrolled through the Brunswick Center. The senior colleges evaluate the library resources for their courses and supplement where needed.

Brunswick College absorbs indirect costs associated with instructional and office space, utilities, and security, and all three institutions share the costs of staffing needed for the Brunswick Center. The academic vice-presidents of the three institutions . . . serve as a coordinating committee to oversee the entire operation. . . .

The Brunswick Center consortium concept allows the university and senior college to meet the needs of more students without having to accommodate the additional numbers of students on the home campus. At the same time, while the junior college is serving its traditional role of providing the freshman and sophomore years of course work, it is also providing the basis by which the four-year colleges can provide a less expensive and more accessible route to baccalaureate degrees for more students.

HENRY E. BARBER
Director of the Brunswick Center
Brunswick College
Brunswick, Ga.

The importance of things cold and squirmy

TO THE EDITOR:

David L. Wheeler's May 13 article "New Perocyt Marks Ancient Debate Over Humanity's Relationship to Nature" does an excellent job of focusing the current debate within the scientific, environmental, and conservation communities on the

OPINION

ecocentric and anthropocentric ideologies. At *BioScience*, we consider such policy matters as important to science as traditional research topics.

These two views, by dramatizing the role of either humans or animals in our world, distort the true nature of stability, sustainability, and utility in the biosphere. More precisely, the earth is not run by us or even by other warm-blooded creatures. It is run by a lot of cold and squirmy things: plants, fungi, microbes, insects, and other invertebrates integrated into vast systems, both terrestrial and marine. They represent some 98 per cent of the earth's biomass. The rest of us are pretty much accidental tourists, scavenging what we find across the land and seascapes. In fact, they do a pretty good job of running the oceans, the reefs, the estuaries, the wetlands, the savannas, the forests, the prairies, the tundra, etc., despite the pressures of all us vertebrates put on them. They make the oxygen we breathe, purify the water we drink, nitrify the soil we cultivate, and bolster the ozone layer that lets us enjoy the sunshine.

Because of the span of their existence and the size of their populations, we should expect statistically that essentially any enzyme, hormone, or other protein that would be of value to us has already been fiddled with and archived away somewhere in their vast DNA library. This is where the greatest urgency lay in preserving and prospecting biodiversity, even though slime zoos do not have the greatest public appeal. Believe it or not, the civilization of the ant is much more important to us than the civilization of the antelope or the albatross.

At the same time though, vertebrates have a significant genetic heritage of value to us, since we are one. I'm not willing to admit that perhaps even the lesser hedgehog tenrec of Tananarive, since it is there, might not just have an extract from its pancreas that would manage cholesterol metabolism in humans. So it, and everything else that is endangered, is worthy of our solicitude and protection, regardless of who "owns" the world.

CHARLES M. CHAMBERS
Publisher of *BioScience*
Executive Director of American Institute of Biological Sciences
Washington

Lecturer defends 'Spade Kicks' talk

TO THE EDITOR:

As the author of the "Spade Kicks" talk at Harvard ("Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard," May 6), I was appalled at coverage of the talk in *The Chronicle*. Neither Zaheer Ali, whom you quoted extensively, nor your reporter, Michele N-K Collison, gave any indication that the title of the talk advertised on the flier to which students objected was a quote taken from Jack Kerouac's novel *On the Road* and the expression of an attitude I was criticizing and not advocating.

The thesis of my talk was summed up in its title: What attracted white liberals like Jack Kerouac and Norman Mailer and Neal Cassidy to the ghetto was social pathology, which they perceived as "spade kicks," i.e., sex, drugs, and jazz. The narrator of *On the Road* describes walking through the Negro district in Denver, "wishing I were a Negro, feeling that the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness,

Continued on Following Page

OPINION

QUOTABLE

"Inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop."



SCOTT HUMBERT

DECLINES in manufacturing employment, first visible in the 1960's, weakened the social fabric of urban African-American communities, leading to the fragmentation of families, the diminished vitality of churches, social clubs, and neighborhood-improvement associations, and the out-migration of middle-class and stable working-class families. Facing diminishing opportunities for legal employment, and bereft of the leadership traditionally supplied by educated and ambitious blacks, inner-city residents found themselves lacking the analytical and linguistic skills, job networks, and behavioral norms to compete in a post-industrial economy. In neighborhoods stripped bare of institutions and resources, participants in the underground economy acquired disproportionate influence.

Participants in underground economies do not always terrorize their neighbors; Italian-American criminals are famous for keeping their neighborhoods free of violence and African-American criminals were, for a long period, quite selective in their targets. What is striking about today's "urban outlaws" is their lack of selectivity and community spirit, their willingness to target anyone for violence in pursuit of money, prestige, or sex. A world view has emerged among African-American urban youth that glorifies power free from restraint and sees the gratification of impulse through physical force as the defining feature of black manhood.

Although this world view is forcefully contested—by teachers, parents, ministers, and, now, politically conscious rappers—it exerts a powerful hold on the imagination of inner-city youngsters. Where did this world view come from? The main source seems to be mainstream popular culture, particularly television and movies. In the last 20 years, the growing immiseration of the inner-city working class, experienced visually in landscapes of abandoned buildings, garbage-filled lots, and crowds of homeless and idle adults, has coexisted with a ceaseless bombardment of images displaying wealth, power, and sexual exploitation. Throughout the 1980's, the media presented us with heroes—Ronald Reagan, Donald Trump, J.R. Ewing—who pursued wealth and power without conscience or compassion. Inner-city teenagers appropriated these images and lessons, targeting people in their own communities. . . .

These youngsters have also drawn on Black Power imagery to justify their activities, transforming black nationalism's communal message into an extension of the predatory individualism that nationalists usually have fought. The misappropriation of nationalist symbols seems to have begun in the late 1960's as the rhetoric of Black Power spread beyond campuses and civil-rights groups to "street-wise brothers" involved in the underground economy. As resistance to "white" became a symbol of black pride, hustlers began to view their activities as a form of black economic power. . . .

Julius Hudson, who did participant-observer work among hustlers in the early 70's, found that they bristled with contempt for working-class and middle-class blacks and proudly described their activities as a "war on poverty." Some African-American radicals welcomed this apparent politicization of hustlers. The Black Panther Party, the largest and most charismatic of the black radical organizations, boldly designated the black "lumpenproletariat" (those outside the conventional labor market) as the vanguard of the black revolution. . . .

The Panthers, to their credit, sought to channel the rebellious energies of the "brothers on the block" into community patrols, breakfast programs, and liberation schools. But ruthless repression, spearheaded by the Federal Bureau of Investigation, doomed these efforts. When the Panther leadership was decimated by assassinations and indictments, many of its followers drifted back into illegal activities, appropriating the party's romantic image of crime as rebellion while rejecting its communal consciousness and emphasis on personal discipline.

An even more creative, and perverse, appropriation of nationalist symbols was undertaken by Jeff Fort, the leader of a Chicago gang called the Blackstone Rangers. Changing the group's name to the Black P. Stone Nation and then to the Islamic-sounding El Rukns, Fort made alliances with the Panthers, applied for anti-poverty funds, and decorated his headquarters like a mosque—all without ever relinquishing the group's drug business.

By the mid-1970's, the Black Power movement, still dynamic on campuses, seems to have survived on the street largely through a distorted symbolic shorthand: images of crime as rebellion and working-class (or middle-class) blacks as "suckers." The left intelligentsia, caught up in disappointments and fantasies of its own, did little to challenge this destructive ideological brew. Throughout the decade, prison memoirs by Eldridge Cleaver and George Jackson remained the most popular form of black literature on college reading lists. . . . And the lifestyle and language of hustlers were designated a frontier of black resistance by filmmakers and folklorists alike.

Virtually alone among progressive intellectuals, sociologist Orlando Patterson warned against making street hustlers the standard bearers of black cultural authenticity. "The 'street culture' of petty crime, drug addiction, paternal irresponsibility, whoring, pimping and super fly inanity," he wrote bitterly, "all of which damage and destroy only fellow Blacks, instead of being condemned by Black ethnic leaders, has, until recently, been hailed as the embodiment of Black 'soul.'"

Given these circumstances, there was little to prevent the "hustling ethic" of the late-60's from hardening into a far more bitter and nihilistic doctrine. By the early 1980's, inner-city teen-agers had begun to transform Black Power rhetoric into a justification for hostility toward blacks who sought to succeed in mainstream institutions. Black kids who did well in school were denounced for "act-

ing white," and mugging, theft, and drug dealing were extolled as "getting paid." As the community consciousness of the Black Power era faded, restraints against assaults on other blacks, which previous generations of hustlers had respected, fell completely by the wayside. A true "outlaw culture" was now in place.

It took the Reagan Revolution, however, to create the conditions for the current reign of terror. Cuts in income-maintenance programs and low-income housing allowances made already poor communities poorer. The elimination of community-action programs and government-funded legal services weakened the network of non-profit institutions touching inner-city youth and families. The cultural atmosphere of the period also played a role: the imperative to pursue wealth "by any means necessary" and to make gratification of individual needs the sole index of the good life.

Taunted by media images of a predatory and narcissistic middle class . . . inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop. The resulting commodity—"crack"—launched a wave of entrepreneurship that produced instant fortunes and fierce battles for markets. At a time when older folks in the inner city were being pushed to the edge, young urban outlaws had a shot at real cash if they were armed, bold, and ruthless enough to ignore the pain of those who brought the product they sold.

BY THE END OF THE 1980's, inner-city neighborhoods were filled with youngsters who felt that predatory activities were morally acceptable and economically necessary. Their rhetoric was black nationalism, their behavior Reaganesque. Envious and feared by their peers, alternately glorified and condemned by rap musicians, the bards of their generations, they had acquired enough self-confidence, wealth, and weaponry to control the streets of poorer black neighborhoods and have thus far resisted the efforts of mainstream black organizations to control or uproot them.

Given the dramatic social injustices that have played a large part in shaping these youngsters, they are compelling, even sympathetic, figures. But their values and behavior only compound the tragedy. Their monopolization of social space, their hostility to formal education, their narcissistic use of sex and violence, and their unwillingness—thus far—to transform illegally acquired wealth into legitimate business activities, make them a burden, rather than an asset, to hard-pressed communities. Outlaw culture is now the most important internal problem in inner-city neighborhoods. Its exponents must be challenged, contested, organized, and if possible converted to more socially constructive roles.

—Mark Nalson, professor of Afro-American studies and history at Fordham University, in the *Journal of Reconstruction* (Vol. 1, No. 4, 1992).

Paying a High Price for an Exalted Reputation

Continued From Preceding Page

should have a clear idea of the institution's mission and priorities and the consequences of choosing one path over another.

■ The sabbatical and research programs that are adopted must not hinder the faculty's responsibilities for advising students or students' ability to take the courses that they need and want.

■ If merit systems emphasizing research are adopted, their criteria should be explicit and honestly stated; they should not rest on fuzzy or shifting distinctions between "exceptional" and "outstanding" performance.

■ Promotion systems designed to encourage research should define scholarship broadly and encourage scholarly work that does not necessarily result in quick or even eventual publication. Emphasis should be placed on the relationship between scholarly activity and the quality of teaching in the classroom. But faculty members should be advised that a carefully crafted lecture based on up-to-date research can be more valuable to students than a hastily written article appearing in a second-rate journal.

■ Finally, whenever possible, university and college administrators should nurture collegiality by encouraging collaborative work among faculty members, such as team teaching and joint authorship of publications. A Hobbesian merit system that pits every faculty member against every other faculty mem-

ber in the scramble to be deemed "exceptional" discourages cooperation and mutual respect.

I myself have benefited enormously from a reward system that encourages publication; opting out of it on principle would not help me pay the mortgage or my children's college tuition. Nonetheless, I worry about colleagues whom Colby's new system has hurt—senior, non-publishing faculty members who came to the college years ago when the sole criterion for advancement was excellence in teaching. Their alienation from the newer system has been painful to watch.

IT ALSO DISTRESSES ME to see junior colleagues being denied contract renewals or tenure because they took seriously the official ideology that excellent teaching was more important than publishing. And I am equally troubled that some of my colleagues feel defensive about concentrating on teaching, advising, and spending time with students rather than spending time preparing manuscripts for publication.

Faculty members at all levels should be encouraged to pursue scholarship, but they should never have to experience alienation, rejection, or defensiveness because of their commitment to teaching. After all, teaching is, or should be, what a liberal-arts education is all about.

Roger Bowen is professor of government at Colby College.

Letters to the Editor

Continued From Preceding Page
music, not enough night." As anyone who has read Muller's essay "White Negro" can testify, the liberal's interest in racial matters had a distinctly prurient cast.

Is it permissible to say such things? Mr. Ali thinks not. Does *The Chronicle* concur? Should Mr. Ali and his peers be granted veto power over what books scholars can quote? Is this really a position *The Chronicle* wants to defend? If so, then please say so outright, and tell us, while you are at it, how any scholarship is possible under such conditions.

E. MICHAEL JONES
Editor
Fidelity magazine
South Bend, Ind.

Use of word 'catfight' called sexist, demeaning

TO THE EDITOR:
I take strong exception to the use of the term "catfight" in the article "Feminist Scholars Ask Whether Their Sparring Marks Healthy Debate or a Splintering 'Catfight'" (April 29).

First, the headline is misleading, in that only one person cited in the article (Allison Bernstein, associate dean of the faculty at Princeton University) mentions "catfights," and then only to deny the validity of the term as an apt characterization. The use of the phrase is, it would seem, largely the invention of the writer.

Second, the term "catfight," used once in the headline and twice in the body of the article, is gratuitous, as it adds nothing to illuminate the argument being reported. Further, I do not recall the use of similar pejorative terms in *Chronicle* articles reporting arguments among male scholars. To use such a term here is insulting to female scholars.

Third, to attempt to describe the arguments among feminists as "catfights" is sexist, demeaning, and stereotyping.

It seems to me the use of "catfight" betrays bias or insensitivity. . . . I suggest that you publish an apology for using this term and re-

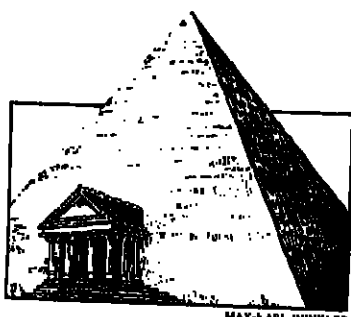
solve to display a greater attentiveness to avoiding such usages in the future.

BOB ALEXANDER
Research Planning Coordinator
North Hennepin Community College
Brooklyn Park, Minn.

The legacy of antiquity: absence of prejudice

TO THE EDITOR:
Mary Lefkowitz, in her Point of View, raised a legitimate concern over Afrocentric claims of a "stolen legacy" and, more pointedly, over the claims that ancient Egypt's legacy to Greece has been suppressed deliberately by "Eurocentric" scholars, among whom both classicists and Egyptologists have been included ("Afrocentrism Poses a Threat to the Rationalist Tradition," May 6).

Certainly, to the degree that some claimed that Western civilization originated strictly among the Greeks, such a charge has some validity, but



THE CHRONICLE OF HIGHER EDUCATION

in all fairness it should be said that some early scholars also worked with a relative paucity of evidence compared with today. For many years Egyptological writing has acknowledged that pharaonic Egypt contributed substantially in many areas not only to classical Greece but also to ancient Israel. . . .

The points that Dr. Lefkowitz criticized rightly are the more extreme claims, . . . such as that all the knowledge of the ancient Greeks was stolen from Egypt, and further, that such knowledge began to be transferred as far back as the start of the second millennium B.C., as Marin Bernal has claimed in his two vol-

umes, *Black Athena*. Bernal's letter to *The Chronicle* ("Questioning the History of Western Civilization," May 27) objecting to Dr. Lefkowitz's article left the sense that classicists were denying altogether ancient Egypt's legacy to ancient Greece. That certainly is not the case among most modern classicists, including Dr. Lefkowitz. . . .

What she has objected to, and rightly so, are claims that Egyptian influence started in the time of the 12th Egyptian Dynasty, 1991-1786 B.C. With these objections, most Egyptologists will agree. . . . Dr. Lefkowitz was even willing to admit that the classical Greek alphabet was adopted from the Phoenicians as early as the 10th century B.C. Yet, as she also points out, Greek culture also was influenced by the Sumerian-Babylonian Mesopotamian culture, by Hittite culture, as well as by the ancient Egyptian culture, but most of this coming in the first millennium B.C.

This is what the Afrocentrists and, to a lesser degree, Bernal have overlooked, or are not willing to admit: that Greece had a multicultural set of influences that acted on its culture. Instead, they advocate a monocultural influence, stemming only from black Egypt—Kemet, as they call it. Now, the ancient Egyptians were Africans, but no ancient authority calls them black, nor did they call themselves black. The fact is, they came in a variety of shades of brown, from light to dark as you went up the Nile. Indeed, their texts proclaim that the solar deity created all humankind equally and distinguished them by skin color and speech. . . .

As pointed out by Frank M. Snowden and myself repeatedly, in the ancient world of the Near East, Egypt, and the Mediterranean, there was no institutionalized color prejudice. The Greeks called people as they saw them; yes, Egyptians on average were darker than the Greeks, but the darkest people the Greeks encountered, and those with the wooliest hair, were the Ethiopians, as the Greeks called them, and the Napatian Kushites and Meroitic peoples as we know them today. They had a kingdom centered . . . in what is now the Sudan, and it was a proud kingdom that was subjected neither by the Persians nor the Greeks nor the Romans.

Assyria only had some limited success with the Kushites, driving them out of Lower and Middle Egypt between 671 and 663 B.C. Yet the Egyptians of the South, Thebes, liked and admired the Kushites, as they were co-religionists, and the Old Testament also had a positive view of the Kushites. . . .

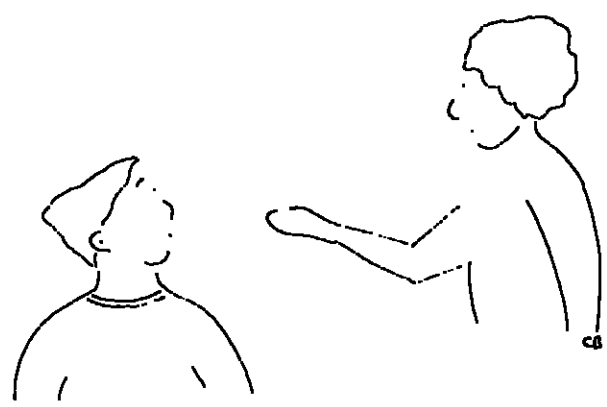
The model the ancient world offers is one of cooperation and, yes, joint sharing of knowledge, once the ancient states came to know one another well. Also, conspicuously, they offer us a model free of color prejudice, regardless of whatever other benefits they have bestowed upon us. That is the true legacy of antiquity.

FRANK J. YURCO
Egyptologist
Field Museum of Natural History
Chicago

Is the NEH politicized? The debate continues

TO THE EDITOR:
Lynne V. Cheney's letter to *The Chronicle* ("Charges of Politics at the NEH," May 27) charges me with irresponsibility and excessive crudity; Ms. Cheney also claims that I cannot plausibly criticize her politicization of the NEH because I myself

IN THE HOUSE OF PICASSO THE CAT



YOU BEAST, YOU'VE EATEN ALL
THE 1ST CLASS STAMPS AGAIN,
MADAME ACCUSED TIMOTHY

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received a summer stipend from the agency in 1989-90. I write now to reply to her letter.

In 1989, when I applied for the stipend, no one at the NEH could possibly have opposed my application on political grounds; the project itself had no particular political slant, and I had not yet written anything critical of neoconservative mendacity, in *The Village Voice* or elsewhere. Yes, some NEH projects involving Martin Bernal and Catherine R. Stimpson have been funded; yes, many worthwhile proposals are rejected for many different reasons; and yes, I won a stipend two years ago, for which I can now be made to appear ungrateful. But none of Ms. Cheney's replies to Stephen Bird and myself address the issue at hand: Her own former staffers have come forth with *prima facie* evidence of undue conservative influence over the NEH peer-review process, and they have been corroborated by scholars who have served as reviewers ("Chairman of Humanities Fund Has Politicized Grants Process, Critics Charge," April 22).

The immediate question before us, therefore, is whether Ms. Cheney is now in violation of the Congressional mandate for the NEH, which explicitly stipulates that the agency be advised by "a comprehensive representation of the views of scholars and professional practitioners in the humanities." My own opinion is that Ms. Cheney's nominees to the National Council on the Humanities, taken cumulatively over the past three years, fall well short of this legislative standard. . . . Though I thank Ms. Cheney for responding to my letter, the charges she *should* address are those made by her former staffers. So far, she has not deigned to reply to them.

MICHAEL BÉRUBÉ
Assistant Professor of English
University of Illinois at Urbana-Champaign
Urbana, Ill.

Reporting of research questioned

TO THE EDITOR:
Flawed research or a flawed presentation of research is worse than no research at all. In your May 6 issue ("In Box"), you announced the results of a study entitled "The Double Minority: Empirical Evidence of a Double Standard in Law School Hiring of Minority Women." The study was said to have examined "1,105 professors who took tenure-track positions at law schools from

1986 to 1991 . . . [and] compared their credentials, work experience, and family obligations."

First, although hired differently, minority men and women were said to be similar in credentials and obligations. To justify such a confident conclusion, the researchers would have had to quantify these variables. I would be very interested to see the "quantification" of a JD from the University of Michigan versus Wisconsin, versus Virginia, etc. If such a clear-cut quantification were possible, any hiring process in this country—academic or non-academic—would be simple, quick, and foolproof! Similarly, the study apparently did not attempt to address the ability to research or the ability to teach.

Second, if the study examined professors who accepted *tenure-track* positions, how can the study conclude that "nearly half of minority women started in *non-tenure-track* posts"? Perhaps the details of the study were condensed to save space. However, with such a controversial and important topic, danger lies in withholding crucial information about the sample or the chosen statistical methods. In the spirit of scholarly research, please don't unwittingly lower scientific standards or prevent a full, knowledgeable exchange of ideas.

KATARZYNA SZYDAGIS
Director of College Academic Tutor Program
University of Chicago
Chicago

Public education is costly and elitist

TO THE EDITOR:
Two letters to the editor from public higher-education administrators ("Who Should Pay for Public Higher Education?" April 29; "Public higher education is a state responsibility," May 6) commenting on my Point of View article entitled "The Inequities of Low Tuition" (April 1) reveal how much public higher-education leaders continue to perpetuate the outmoded financial principles of the 1930's and 1960's while . . . affordability and academic quality suffer unnecessarily. Both letters idealistically define public higher education in terms of almost complete reliance on state tax revenues rather than on today's realities. . . .

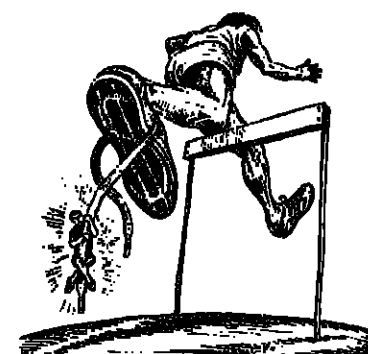
Both authors define public higher-education financing as a specific mix of revenue sources, not as a public policy that allows all academically qualified citizens full access to all educational options. The low-tuition

OPINION

philosophy, defined as high state-tax support, disappeared over a decade ago. . . .

In establishing her opposition to the high-financial-aid-tuition-equity model for funding public higher education, the chancellor of the City University of New York wrote that we in public higher education should not "resign ourselves to diminishing levels of state support." The chancellor asks, "Do we really want the 90's to go down in history as the decade in which America abandoned public higher education?" In my article, I pointed out that the 1972 Illinois State University appropriation consisted of 92 per cent state tax support, which has eroded steadily to a current 65 per cent; such trends are typical for the nation. However, if one considers all sources of public-university revenues, the percentage of total institutional expenditures derived from state tax support is today normally in the 30-per-cent range nationally, particularly for the larger public universities. . . .

We are not abandoning public higher education, just realizing that new financial strategies are required in today's political and economic environment if we are going to address the current financial barriers to student access. The data are clear: The low-tuition era, or, more appropri-



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ately, the low "student price" era, has been over for more than a decade, and the privatization of public higher education has been reality for some time. The magnitude of this transition over the last two decades has been so significant as to have become politically and financially irreversible. . . .

Public higher education now has become very costly and very elitist! Student affordability has now

evolved to providing access for some lower-income families to public two-year colleges and commuter four-year institutions, often as part-time students, while a larger segment of students from higher-income families attend residential public universities. Of the individuals receiving baccalaureate degrees by age 24 between 1985 and 1989, 56.3 per cent were awarded to individuals from the top income quartile, which corresponds to family incomes exceeding \$38,125. Approximately one-half of the 1990 first-time, full-time freshmen attending *selective admissions* public universities had family incomes of more than \$60,000, while 24 per cent of the freshmen came from families earning less than \$35,000.

Elitism in public education is not restricted to higher education but also extends to public elementary and secondary education. The letter from the chairperson of the Committee for Public Higher Education Inc. stated that "the American people have long understood and accepted the fact that education at the elementary and secondary levels is a state responsibility regardless of family income" and "that they [high-tuition advocates] do not understand and accept that higher education today should be part of the package is obvious." The chairperson apparently doesn't understand the lack of correlation in public higher education among family income, student price, student cost, and an equitable financial-aid program and doesn't appreciate the expenditure-per-pupil variation within a given state between the wealthy communities and the poorer communities.

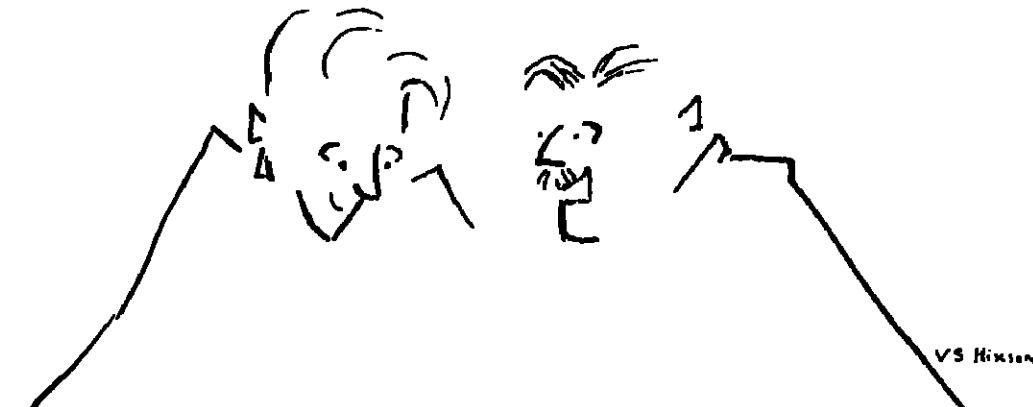
For example, in Illinois approximately one-third of K-12 students have less than \$4,000 spent on them per year (in the poorer school districts), while the fortunate top 3.6 per cent have more than \$8,000 per year spent on them (in the affluent school districts). What understanding that education "is a state responsibility regardless of family income" does this represent?

The restrictions to student access in public elementary through higher education resulting from limited family or school-district wealth is the product of many political, social, and economic factors. Nevertheless, given regressive tax systems, inadequate state revenues, and increased



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demand for education, new financial strategies must be devised and implemented. The chancellor tells us that "the best way is to convince our legislators . . . that education is the cornerstone of justice, democracy, and economic health." I believe that every Illinois legislator who voted for my institution's appropriation from 1970 to 1992 was a "believer" while he or she agreed to state appropriations that gradually reduced the percentage of tax support from 92 per cent to 65 per cent. . . .

THOMAS P. WALLACE
President
Illinois State University
Normal, Ill.

Report of faculty unrest at art school discovered

TO THE EDITOR:

I would like to address the misinformation and misconceptions printed in your article regarding the Savannah College of Art and Design ("Faculty and Student Unrest Flares at Savannah Art College," May 6). As a member of the faculty, I am chagrined that you would print such slanted and, in some instances, completely untrue information. . . .

In fact, three of our faculty members have been "firing," and those three have been on staff here only since September of 1991. It would have seemed obvious to a beginning journalism student that perhaps faculty members who have been on this campus longer might have provided a different view. In fact, I have learned that several of our faculty were interviewed by Scott Heller, but their views of our college did not mesh with the statements given by the few who assaulted our institution. Is that, perhaps, why their views were not provided more space? . . .

A "header" above the title of your article says "heavy turnover." The paragraphs devoted to that topic suggest a tremendous number of faculty leaving every year under secretive circumstances. A look into facts reveals that the large numbers of new faculty are largely due to growth of the college.

It is particularly interesting to me that the American Association of University Professors is so concerned about the welfare of my colleagues and myself. Let me assure Lesley Lee Francis that my experience at the Savannah College of Art and Design has been not only financially rewarding (a point made by Mr. Heller), but also satisfying. I have had the privilege of teaching at Baylor University and Texas A&M University. Both of these excellent institutions have the tried and true tenure system, familiar to most academics.

The Savannah College of Art and Design has chosen not to employ that system, instead utilizing a system that rewards excellence in teaching. Yes, we teach four courses per quarter if we so choose; however, no class is larger than 20 students. Some professors have chosen to teach three classes rather than four, and their contract is flexible. Our schedule is set up on a four-day basis, allowing us Fridays for other pursuits. . . .

I am not "genuinely frightened" to stay here. I choose to be here. . . .
EVELYN SWEET-HURD
Professor of English
Savannah College of Art and Design
Savannah, Ga.

TO THE EDITOR:
As vice-president for academic affairs at the Savannah College of Art and Design, I wish to address Scott Heller's statement that faculty turnover at the college "has been heavy." During the 1990-1991 academic year, the college employed 95 full-time faculty. Ninety-four per cent were offered contracts for the 1991-1992 academic year. Of those offered contracts, 92 per cent accepted employment.

Over the past decade, the college faculty has grown from 12 to over 120, a clear record of growth and progress. We are confident that we have developed the finest art and design faculty in the nation and look forward to continued expansion in quantity and quality. College administrators share a profound respect for faculty members and their incalculable contributions to the academic community.

NANCY VERELL
Vice-President for Academic Affairs
Savannah College of Art and Design
Savannah, Ga.

U. of Wash. reaffirms financial-aid support

TO THE EDITOR:
I am writing to respond to a letter in your April 29 issue from Brandon W. Williams, staff consultant for the Washington Student Lobby ("Students lobby for more student aid"). He incorrectly identifies me and the University of Washington and other higher-education institutions in our state as opponents of 1992 legislation to increase financial aid. In fact, no institution opposed the legislation. The University of Washington and other public institutions supported an increase in financial aid despite the fact that the higher-education system had absorbed a 2.5-per-cent budget reduction ordered by Gov. Booth Gardner in December 1991. Subsequently, through concerted effort and with bipartisan support from

both houses of the Legislature, we were successful in preventing further reductions.

Your article of March 25, "States Wrestle With Proposals for Higher Tuition," correctly quotes me as saying, "We're not willing to say all new money in higher education should go into financial aid." That hardly equates to opposition to financial-aid increases. It merely states the obvious: There are other needs in higher education (salaries, equipment, instructional support, etc.) that deserve additional funding as well as financial aid.

ROBERT C. EDIE
Director of Government Relations
University of Washington
Seattle

The legitimacy of 'personal' scholarship

TO THE EDITOR:
What the feminist/postmodernists describe as "the personal voice" ("Experience and Expertise Meet in New Brand of Scholarship," May 6) is more properly regarded as the "how I spent my summer vacation" voice. It is unacceptable in essays submitted from first-year students in Composition I courses. Why should it be regarded as intellectually legitimate (much less politically progressive) because it issues from trendy "theorists" like Jane Tompkins or Nancy K. Miller? Scholarship presumes the signal virtue of universalizability, now much decried, as are its companions: objectivity and impartiality. But if the totally subjective is perfectly admissible, then the ideal of truth falls by the wayside to be replaced by "authenticity," "honesty," "sincerity," and the like.

It is simply ludicrous to suppose that emotional fervor and passionate conviction measure validity or reliability. There is simply no correlation.

LYNN B. LEWIS
Professor of American Studies
Savannah College of Art and Design
Savannah, Ga.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

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UNIVERSITY OF BERGEN

There is a vacant position as lecturer/senior lecturer in American literature in the Department of English at the University of Bergen in Norway.

The person who is appointed will be expected to teach courses in both American literature and American civilization at the undergraduate and graduate levels and will have a special responsibility for the basic lecture course in American civilization.

Applicants will be evaluated on the basis of the scholarly work in health administration and on the basis of the minimum requirements for a tenured appointment as a Norwegian doctorate or its equivalent. Shortlisted applicants may be asked to document their command of English.

Further information concerning this position may be had from the Department of English, Fax No. 5-32 25 02.

Applications, including references must be submitted in three copies to Universitetet i Bergen, Personal- og organisasjonsutvalget, N-5020 Bergen, NORWAY, by June 17, 1992. Three copies of a list of publications and any scholarly work to be evaluated must be submitted within the same deadline to Department of English, Synteplass 9, N-5007 Bergen, NORWAY.

UNIVERSITY OF BERGEN

troiler, Search Committee, University of New Mexico, School 14, 251, Albuquerque, New Mexico 87131. Applicants will be accepted until the position is filled, but to insure full consideration all application materials should be received by June 26, 1992. The University of New Mexico is an Affirmative Action, Equal Opportunity Employer.

Admission/Admission: The Dean of Administration is the chief financial officer of the college. She is responsible for the planning, organization, administration, and evaluation of all financial and administrative services including finance, budgets, plant operations and maintenance, campus security, personnel administration, insurance services, health affairs, employee benefits, and auxiliary enterprises. Candidates should possess a master's degree, CPA preferred, and two years' experience in administrative services directly relating to financial management. Applicants with equivalent experience will also be considered. Current Community College is located in a scenic rural area, approximately 10 miles from the college. It is a small public institution operating on a non-profit basis and seeking a Dean of Administration committed to a high level of management skills, superior leadership, and a strong commitment to the college's mission. All applications, including references, should be submitted to the Office of the President, Oregon Community College, P. O. Box 151, McHenry, Maryland 21541. Applications must be postmarked by July 8, 1992. The position will remain open until filled. Current Community College is an EEO/AAE employer. Applications from women and minorities are encouraged.

Admission/Admission: Assistant Director of Technology. Responsibilities include: interviewing, selecting, and evaluating candidates for technology positions; managing the technology department; and providing technical support to the college. Candidates must have a master's degree in technology or a related field, and at least five years' experience in technology management. Applications should be submitted to the Office of the President, Oregon Community College, P. O. Box 151, McHenry, Maryland 21541. Applications must be postmarked by July 8, 1992. The position will remain open until filled. Current Community College is an EEO/AAE employer. Applications from women and minorities are encouraged.

DEAN

ROSS UNIVERSITY invites applications or nominations for the position of Dean of the School of Medicine at its campus in the West Indies.

RESPONSIBILITIES: The Dean, who reports directly to the President of the University, has responsibility for and authority over all aspects of the School's basic science operations.

QUALIFICATIONS: An M.D. degree, experience in medical school teaching and administration, (experience as a dean or associate dean preferred).

SALARY AND BENEFITS: Negotiable. Salary will be in line of income tax. (No Federal, State, or Local U.S. income taxes, no Dominican income tax).

APPLICATION PROCEDURE: Send letter of application accompanied by C.V. and names and addresses of three referees to: Dr. Robert Ross, Ross University School of Medicine, 460 West 34th Street, 12th Floor, New York, NY 10001.

Telephone: UNIVERSITY
Tel: 268-00 UNIV 23W
Fax: (203) (4) 732828
HARRIS

Overseas applicants may obtain application forms by writing to: Ms. Anita Johnson, Programme Development Officer, Division of Education, The African American Institute, 833 United Nations Plaza, New York, NY 10017, UNITED STATES OF AMERICA.

Salary scale
Engineering (including Professional Supplement)
Lecturer: 23,43,416-23,57,276
Senior Lecturer: 23,58,388-23,63,180
Associate Professor: 23,66,108-23,69,336
Professor: 23,70,020-23,73,992

Non-Medical
Lecturer: 23,40,056-23,53,916
Senior Lecturer: 23,55,388-23,68,760
Associate Professor: 23,60,740-23,63,916
Professor: 23,66,108-23,69,336

Medicine/Veterinary (including Professional Supplement)
Lecturer: 23,46,716-23,60,576
Senior Lecturer: 23,62,028-23,66,420
Associate Professor: 23,67,438-23,72,636
Professor: 23,73,580-23,77,992

Research Fellow
Grade II: 23,84,324-23,87,584
Grade I: 23,88,896-23,92,480
Senior Research Fellow: 23,96,636-23,99,480

The closing date for receipt of applications is 25 June 1992.

A Bulletin Board notice will quickly put you in touch with the best prospects for the positions you have available.

JOB SERVICES

"Real powerhouse for job leads!"

That's how career writer Joyce Linn Kennedy describes this new 320-page book that details hundreds of job leads, specific openings, and career opportunities.

It's the only book that lists job openings that are not advertised in the local classifieds. It's the only book that lists job openings that are not advertised in the local classifieds. It's the only book that lists job openings that are not advertised in the local classifieds.

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RENTALS

room, 3-bedroom home with pool in prestigious area. Available July 8-August 29, 1992. \$1,400/month. 510-794-6300.

London—this summer! Currently located in London, England. Available July 8-August 29, 1992. \$1,400/month. 510-794-6300.

Suburban Perfect in San Francisco! Beautifully restored Victorian. Available September 1992 through August 1993. (415) 666-2099.

RENTALS
Observation Writers Resource to facilitate their writing process. Planning, research, editing, wordprocessing. Write: AS, P.O. Box 806, Tyson, Maryland 21204 or call (410) 494-0466.

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**Department of Special Education
& Individualized Services**

THE POSITION: Teach undergraduate and graduate courses in speech-language pathology. Additional responsibilities include student advisement, curriculum development, clinical supervision, participation in other matters necessary for conduct of department and programmatic affairs. Involvement in research and professional activities is expected. Qualifications include doctorate in Speech-Language Pathology and Certificate of Clinical Competence (SLP). Dual certification (SLP/AUD) preferred.

THE COLLEGE: Kean College occupies 160 acres on adjoining campuses in suburban Union and Hillside, New Jersey, less than 20 miles west of New York City. We offer 48 academic degree programs on the undergraduate and graduate levels in liberal arts and sciences, education, and other professions. The college takes pride in its continuing efforts to build a multicultural professional community, to serve a richly diversified student population of 12,000 (7,800 FTE's). Members of minority groups and women are strongly encouraged to apply.

APPLICATION: Candidacy review begins on or about June 15, 1992 and continues until appointment is made. Service commences September 1, 1992. Send letter of interest; current résumé; names, addresses and telephone numbers of three references who can comment on candidate's professional qualifications. Apply to Dr. Elaine Fisher, Chair, Department of Special Education and Individualized Services, Kean College of New Jersey, Morris Avenue, Union, New Jersey 07083.

SALARY: Competitive and commensurate with academic qualifications and experience.

BENEFITS: Comprehensive benefits program included.

KEAN COLLEGE IS AN EEO/AA INSTITUTION

**ASSISTANT PROFESSOR
GOVERNMENT**

Assistant Professor, tenure-track, three-year initial appointment beginning September 1993 in INTERNATIONAL RELATIONS. Position includes teaching international politics, international political economy, and courses in related fields such as politics of North-South relations or international organization. All members of the Department teach sections of the introductory political science course. Quantitative skills are desirable. Submit a resume with a cover letter, three letters of recommendation and writing samples to: Department of Government, Wright Hall 1B, Smith College, Box 55D, Northampton, MA 01063. Professors given consideration received prior to November 1, 1992. An Affirmative Action/Equal Opportunity Institution. Minorities and women are encouraged to apply.



Figure 1: A line graph showing the percentage of respondents who believe that the use of force is justified in various circumstances. The x-axis represents the percentage of respondents who believe that the use of force is justified, ranging from 0% to 100%. The y-axis represents the percentage of respondents who believe that the use of force is justified, ranging from 0% to 100%. The graph shows that the majority of respondents believe that the use of force is justified in all circumstances, with the highest percentage of respondents (approximately 85%) believing that the use of force is justified in all circumstances. The percentage of respondents who believe that the use of force is justified in some circumstances is approximately 15%.

Tenure-track Assistant Professor position to start August 25, 1992
Required individual needed to teach undergraduate courses in Intro

Accounting, Cost Accounting and Auditing, in a small, midsize college with active evening division. Salary: high twenties. Acceptable qualifications are (1) an MBA or M.S. in Accounting and C.P.A. or (2) a Ph.D. in Accounting and C.P.A. Interest and ability in teaching all college, interdisciplinary, general education courses desirable. Woman and minorities especially encouraged to apply. Review of applications has begun and we will continue until position is filled. Send resume and three recent recommendations to Dr. Bryan Reddick, Elmira College, Elmira, N.Y. 14901. E.O.E.



Elmira College

open to candidates with strengths in elementary methods; willingness to teach a variety of undergraduate courses in the responsibilities include teaching elementary Methods and Curricula courses; counseling/advising in all areas

head of education and supervise student teachers. Duties: supervise student teachers; teach a variety of undergraduate and graduate courses; coordinate and collaborate professional relationships with public school personnel; serve on educational committees; develop and coordinate workshops for teachers; attend in continuing education courses. Salary: \$22,000. Closing date: August 1, 1992. Initial consideration of applicants will begin on June 18, 1992. For more information, contact: Dr. Robert A. Salsky and Ann K. Salsky, Human Resources and Salary and Work Compensation with Equal Functions. Send applications, vita, and references to: Dr. Robert A. Salsky, Director of Human Resources, 1000 University Avenue, Room 200, University of Wisconsin-La Crosse, La Crosse, WI 60601. E-mail: rsalsky@uwlax.edu. Fax: (608) 785-8111.

Tereza M. Stern, Chair, Division of Education, Harris Hill College, Harris Hill, North Carolina 28754. AA/EOR. Qualified minorities are encouraged to apply.

Education Assistant or Associate Professor in the School of Education in the State Social Studies Program. Ed.D or Ph.D. in Education preferred in addition to experience in secondary education with multicultural experience preferred. Res-

send the best teacher education program in the Southeast. We are a teaching institution, but encourage professional staff of all types. Rank and salary are open and competitive. Send application letter, three letters of recommendation and a resume to: Faculty Search Committee, Box 1637, MUW, Columbia, Mississippi 39201 (601) 316-9175. MUW is an Affirmative Action and Equal Opportunity employer.

UNIVERSITY OF MAINE at Farmington

Area Coordinator

RESPONSIBILITIES: The Student Life program offers the unique opportunity to put student development skills and ideas to work through your own design. Residence hall responsibilities include: community development; management/administration; and professional development. Responsibilities in the broad area of student services include: developmental work and community building with regard to diversity.

QUALIFICATIONS: A Master's Degree in Student Personnel or related area and residence hall work are preferred. A Bachelor's Degree with 2-3 years' experience in residence life is required. A demonstrated knowledge in the issues and concerns of diversity is essential.

COMPENSATION: Benefits include: a furnished apartment with utilities, telephone and cable TV; meal plan while classes are in session; health insurance; TIAA-CREF; and tuition waiver. Salary is competitive. This is a ten-month, live-in, five-day appointment from August 1 to May 31.

THE COLLEGE: The University of Maine at Farmington, founded as a normal school in 1824, is Maine's first public institution of higher education. We offer baccalaureate programs in arts and sciences and education. In order to preserve our values and traditions as a small New England College, we have chosen to remain an undergraduate institution and to use selective admissions to limit enrollment to 2,000 FTE. Students come from every county in Maine, thirty other states, and a dozen foreign countries. Most students live on or near campus, and UMF is proud to be the first institution in Maine to implement gender equity in faculty salaries.

THE REGION: Farmington, the county seat, is located in Maine's western mountains. It is a typical small, rural, New England town. The town enjoys unspoiled fall foliage, the hiking, scenic mountain views, pristine lakes and streams, and maple syrup. Not to mention cold, snow, black flies, and mud and other assorted challenges. Maine's seasonal farmington from Farmington. Despite the town's small size and relative isolation, it boasts a regional hospital, several fine restaurants, a remarkable back-to-the-landers, and other rugged individuals including faculty and staff.

APPLICATIONS: The deadline is open until a qualified candidate is selected. Send letter of application, resume, a one-page statement describing how you would address the issues and concerns of diversity on a predominantly white, heterosexual, rural, Maine campus, and the names of three references to: Director of Student Life, University of Maine at Farmington, 5 South Street, Farmington, ME 04838. The University of Maine at Farmington is an equal opportunity, affirmative action employer.

Art Collections Manager

The Schomburg Center for Research in Black Culture of the New York Public Library has an exceptional opportunity for an Art Collections Manager. Will be responsible for the organization, management and development of the Center's Art and Artifacts Division. Duties will include processing, cataloging and managing our collections of African, American, and African paintings, prints, sculpture and artifacts and providing public access to them.

Qualified candidates must have advanced training in African American and/or African Art History of Museum Studies. Minimum of four years experience organizing and managing fine art, museum required. Knowledge of cataloging in an on-line environment desirable.

We offer a competitive starting salary plus excellent benefits. For prompt consideration please send resume in confidence to:

Human Resources Dept. DC-2

Candidate selected for consideration will be contacted for an interview.

An Equal Opportunity Employer M/F

The New York Public Library
8 West 40th Street, 2nd Floor, New York, NY 10018

French Linguistics Assistant, 1992, Ph.D. preferred, ABD or MA considered. Excellent salary. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

French Linguistics School for Math, Science and the Arts, a state-supported, excellent high school for mathematics and science, seeks a French instructor for the academic year beginning August 1992. Qualifications include a graduate degree in French, native or near-native fluency, French teaching experience (experience teaching allied disciplines in a residential setting preferred), computer skills, and a minimum of three years teaching experience. Salary: \$25,000 for nine months plus benefits, visa, and relocation to Dr. William McElroy, Vice President for Math, Science and the Arts, 713 School Avenue, Westfield, Massachusetts 01097. Applications accepted until the position is filled. AAB/OE.

German Assistant Professor, tenure-track, Ph.D. with teaching experience and evidence of scholarly activity. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

Graphic Design Assistant/Associate Professor, tenure-track appointment. Salary dependent on experience and qualifications. M.A./P.A. and experience required in teaching and graphic design. Duties include teaching two courses in introductory graphic design and one from the following: Computer Graphics, 2-D design, and illustration. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

Health Education Assistant Professor, 1992, teaching undergraduate health education courses. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

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ADMINISTRATIVE POSITIONS

Harford Community College, located 25 miles N.E. of Baltimore City, is accepting applications for full-time, 12-month administrative positions.

REGISTRAR: Reports to the Dean of Student Services and is responsible for all functions related to student records and registration, including the evaluation of college transfer credits, student academic appeals, commencement, class scheduling, catalog information, budget planning, implementation of academic policies and procedures, coordination of continuous registration, and the development of an integrated student information system.

Requirement: Master's degree in student personnel or a related field, and a minimum of three years of significant administrative and supervisory experience in student regulations and records, preferably in a two-year college. A knowledge of academic and fiscal operations, ACPAD guidelines, on-line and microcomputer systems, and philosophies of a comprehensive community college are essential. The College is seeking a future-focused individual who can introduce innovative, responsive, and more effective processes relating to the registration and records function.

COORDINATOR OF COOPERATIVE EDUCATION AND PLACEMENT: This position reports to the Director of Counseling Services. A master's degree is required. The coordinator will develop and implement cooperative education and placement programs. A minimum of two years of administrative teaching experience is required, preferably at the community college level. Previous experience in cooperative education and/or placement services is desired. The successful applicant will demonstrate the high level of interpersonal skills necessary to work with a wide variety of students, employers, and faculty.

SALARY RANGE: Salary is competitive, and based on Harford Community College Policy. An excellent benefits package is available.

TO APPLY: Send the following materials in one complete packet: 1) a letter of application; 2) a resume of education and work experience; 3) unofficial copies of college transcripts and 4) names, addresses, and telephone numbers of three professional references to: Mrs. Joan L. Preston, Director of Personnel, Harford Community College, 401 Thomas Run Road, Bel Air, Maryland 21013-1608. For best consideration, apply by July 17, 1992.

ICC IS AN EQUAL EMPLOYER
QUALIFIED MINORITIES ARE ENCOURAGED TO APPLY

International Management Development Institute (IMDI)

Graduate School of
Public and International Affairs
University of Pittsburgh

IMDI seeks senior Program Managers to help design and deliver management development training programs for officials from Africa, Asia, and the Middle East. Qualifications: Master's degree or Ph.D. in a relevant discipline; minimum 3 years' international experience; minimum 3 years' experience in the design, delivery and evaluation of training programs; fluency (PSI 3+) in Arabic, French or Indonesian. Consulting experience is an added advantage. These are full-time positions based in Pittsburgh. Salary range \$35-\$50,000 plus an attractive benefits package. Candidates should forward a current CV, a statement of relevant experience, and the names and telephone numbers of three references. Applications will close on June 30, 1992, and the successful candidates will be expected to begin work as soon thereafter as possible. For more information, please call or write:

Dr. Ralf W. Nolan, Director
International Management Development Institute
Graduate School of Public and International Affairs
303 Forbes Quadrangle
University of Pittsburgh, Pittsburgh, PA 15260
Tel: (412) 624-2100
FAX: (412) 648-2605 or (412) 648-5911

AAB/OE

PROGRAM OFFICER

The Fogarty International Center (FIC), National Institutes of Health (NIH), Public Health Service, Bethesda, Maryland, is recruiting for the position of Program Officer for Biodiversity, GS-13/14 (\$48,210-\$80,087 per year depending upon qualifications). Incumbent award program specialist for all institutional and other award programs related to biodiversity administered or supported by the Fogarty International Center. Applicant should have training and experience in a scientific discipline related to biodiversity. For further information including qualifications requirements, contact Ms. Sharon Niebergard, Personnel Officer, FIC, at (301) 496-4625; fax (301) 402-1136. Applications must be received by 6/22/92. U.S. citizenship required. NIH is an Equal Opportunity Employer.

September, 1992. Responsibilities: Teach health and secondary education, primarily in health and secondary education. Hiring preference will be given to individuals with experience in teaching Health and/or Kinesthetic in elementary or secondary schools. Salary: \$25,000-\$30,000. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

Health Education Assistant Professor, 1992, teaching undergraduate health education courses. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1.

Quinsigamond Community College

DIRECTOR OF LEARNING RESOURCE CENTER

Responsible for overall coordination of the Learning Resource Center which includes the Library, learning labs, audio-visual, and educational television services.

QUALIFICATIONS: Master's degree in Library Science, Instructional Development or Educational Media, six years of related experience including 3 years as supervisor are required. Experience with alternative instructional programs, continuing education, and experience in more than one learning resource area are preferred.

SALARY: \$30,000 to \$40,000 commensurate with background and experience.

DIRECTOR OF ASSESSMENT

Responsible directly to the President for college-wide assessment. Qualifications: Master's degree in statistics or educational research and experience in statistical analysis and survey research are required. A doctorate or community college experience is preferred.

SALARY: \$30,000-\$40,000 commensurate with background and experience.

GRANTS DEVELOPER

Responsible for the identification and procurement of Federal, State and other grant funding to supplement existing resources and enhance program development and service delivery at the college. Twelve month professional staff position responsible to the Dean of Development.

QUALIFICATIONS: Master's degree, five years' experience in resource development, institutional advancement or fund raising of the community college level, success in proposal writing and grant administration, knowledge of state and federal funding sources required. Master's degree preferred.

SALARY: \$30,000-\$40,000 commensurate with background and experience.

PERSONNEL OFFICE

Quinsigamond Community College is an Affirmative Action, Equal Opportunity Employer—Minorities, women and other protected class members are encouraged to apply.

Quinsigamond Community College
60 WEST BOSTON STREET
WORCESTER, MA 01092-2092

GETTYSBURG

Library

Circulation Librarian/Assistant Director of Instructional Media Services. **RESPONSIBILITIES:** supervising circulation staff of two full-time and four part-time persons and providing some reference and other related services. Giving support to faculty and students utilizing instructional media services, particularly software such as films and videos, and the Director of IMS. All librarians share collection development responsibilities and departmental liaisons. **QUALIFICATIONS INCLUDE:** a proven work record, especially supervisory, communications, and team-work skills. Experience with automated services and/or media services a plus. A.A. accredited degree preferred. **AVAILABILITY:** late summer on an interim basis until mid-summer, 1993. **SALARY:** competitive. **APPLICATION:** job description sent upon request. Completed applications must include a letter, vita, names of three references, and record of graduate work. Preliminary interviews will be held at ALA Conference; advance appointments available. For fullest consideration, please apply by July 10, to William M. Hubbard, College Librarian, Gettysburg College, Gettysburg, PA 17325: (717) 337-7001. Library has a fine modern facility and is heavily automated. Gettysburg College is a highly selective liberal arts college located in an historic area within an hour and one-half of the Washington/Baltimore area. Affirmative Action, Equal Opportunity Employer; women and minorities are encouraged to apply.

History Assistant Professor. Tenure track position. Modern European (any national history except Germany and Russia). Ability to teach the Enlightenment, Western Civilization, Ph.D. required. Position dependent on funding. Closing date July 15, 1992. Minorities and women are strongly encouraged to apply. Submit vita/resume, three letters of reference to: Dr. Lewis House, Search #92-117, Southern Connecticut State University, 301 Crescent Street, New Haven, Connecticut 06515. AAB/OE.

History The University of Alabama invites applications for a one-year term appointment for 1992-93 (with possible renewal for additional years) in U.S. History. Primary responsibility for survey courses in 19th and 20th century U.S. with the opportunity to teach upper-level courses in specialization. Ph.D. within last four years. Evidence of scholarly achievement in teaching and research in U.S. History. Send letter of application and dossier to: Professor Robert H. Johnson, Department of History, The University of Alabama, Box 870122, Tuscaloosa, Alabama 35487-0122. Review of applications will begin July 1 and continue until position is filled. AAB/OE.

History The University of Alabama invites applications for a one-year term appointment for 1992-93 (with possible renewal for additional years) in U.S. History. Primary responsibility for survey courses in 19th and 20th century U.S. with the opportunity to teach upper-level courses in specialization. Ph.D. within last four years. Evidence of scholarly achievement in teaching and research in U.S. History. Send letter of application and dossier to: Professor Robert H. Johnson, Department of History, The University of Alabama, Box 870122, Tuscaloosa, Alabama 35487-0122. Review of applications will begin July 1 and continue until position is filled. AAB/OE.

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Associate Librarian for Research Services

The Harvard Law School Library is seeking an experienced librarian to lead its Research Services Division. Reporting directly to the Head Librarian, along with the Associate Librarian for Collection Services, the Associate Librarian for Research Services will play a leadership role in planning, implementing, coordinating and evaluating the law library's programs of service to scholars and students.

Requirements: A.L.A. - accredited MLS; five or more years of increasingly responsible experience in a major law or research library; demonstrated managerial ability; proven commitment to an active library service program; effective interpersonal and communication skills in a wide range of settings and with diverse people; flexibility in planning and implementing library programs; strong leadership qualities.

Preferred: J.D. from an A.B.A. - approved law school or substantial law library experience; experience in a large research library with a large collection; knowledge of computer-assisted research; a record of professional involvement, including publications in library professional journals.

Salary: \$50,600-\$73,400, depending on qualifications and experience.

Position is available immediately. Review of applications will begin July 5, 1992.

Send a resume and the names of three references to: Harry S. Martin, III, Librarian and Professor of Law, Langdell 206, Harvard Law School, Cambridge, MA 02138. Phone: (617) 495-3170. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity. Women and minorities encouraged to apply.



Harvard University
Harvard Law School

Program Manager for the Illini Union University of Illinois at Urbana-Champaign

Applications are now being accepted for one Program Manager position for the Illini Union at the University of Illinois at Urbana-Champaign.

Program Managers are members of the Program Department and report directly to the Associate Director for Programs. Areas of responsibility for the four Program Managers include such activities as Mom's Day Fashion Show, Dad's Day Variety Show, cheerleaders, films, art gallery art sales, travelogues, Block 1 cheering section, calendar book, concerts, lectures, Fall and Spring Musicals, Cultural Events Committee, College Bowl, and International Fair.

As an advisor to student volunteers, the Program Manager works closely with members of the Illini Union Board, provides input and direction on recruitment; personnel management; leadership development; program planning and administration; and on-site events and program coordination. As a manager of programs and budgets, the Program Manager maintains complete records for reference and continuity; maintains financial records and prepares necessary reports; communicates University and State policies, evaluations and procedures to the volunteer staff; and serves as liaison with other departments and University units. Weekend and evening hours required.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and possession of a genuine commitment to multiculturalism. Experience in a college/university/student activities setting is preferred. Ability to relate to and work with diverse students is essential.

Position is full-time with a starting date of August 3, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Ivor Emmanuel, Chair
Program Manager Search Committee
University of Illinois
284 Illini Union
1401 West Green Street
Urbana, IL 61801
(217) 244-8332

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union

STUDENT AFFAIRS / University of Illinois at Urbana-Champaign

July 1 and continue until position is filled. AAB/OE.

History Assistant Professor. Tenure track position. Modern European (any national history except Germany and Russia). Ability to teach the Enlightenment, Western Civilization, Ph.D. required. Position dependent on funding. Closing date July 15, 1992. Minorities and women are strongly encouraged to apply. Submit vita/resume, three letters of reference to: Dr. Lewis House, Search #92-117, Southern Connecticut State University, 301 Crescent Street, New Haven, Connecticut 06515. AAB/OE.

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DIRECTOR OF STUDENT HOUSING THE UNIVERSITY OF CHICAGO

The University of Chicago invites applications for the position of Director of Student Housing. The Director of Student Housing is the primary residence life officer for the University House System which accommodates 2,300 students in 11 residence halls. The House System is structured to support the educational goals of a rigorous, liberal arts curriculum and has a non-traditional residence staff which includes 38 Resident Heads drawn from the ranks of faculty, administrators, and advanced graduate/professional students. Most are married and many have families. Resident Heads work to develop the Houses (which average 60 students) as stimulating social, cultural, and intellectual communities. They are assisted in their efforts by younger graduate students and upperclass undergraduates in more traditional RA positions. In six large residence halls, senior faculty serving as Resident Masters encourage intellectual and social life by offering a variety of educational, cultural, social, and recreational programs.

The Director of Student Housing must provide vigorous leadership to the Housing Staff of over 100 people. The Director recruits, selects, and evaluates the Staff and coordinates its work in counseling, programming, and discipline. The Director oversees the work of the central housing office in assigning and billing students, producing publications, and administering a large program and operating budget. In addition to the residence staff, the Director supervises 2 Assistant Directors and 2 Clerks.

The Director also helps shape the work of colleagues responsible for residence hall business operations and food service in an integrated organization reporting to the Deputy Dean of Students in the University. Senior administrators for the House System, including the Director of Student Housing, live in the residence halls.

An applicant must hold at least a Master's degree and have at least three years' experience working in a college or university residence system. The applicant's background must include supervisory responsibility for adult staff, budgetary and disciplinary experience, and some familiarity with residence hall business operations. It is preferable that the applicant have experience in an educational setting similar to the University of Chicago. The successful applicant must demonstrate the ability to collaborate successfully with senior faculty and administrators. Compensation is competitive and includes generous living accommodations within the House System.

Screening of applications will begin immediately and continue until the position is filled. Preference will be given to applications received by July 10. The successful candidate must be available to assume responsibilities no later than September 1. Candidates should send a letter of application, resume, and the names and addresses of three references to:

Edward Turkington
Deputy Dean of Students
THE UNIVERSITY OF CHICAGO
Administration 219
5801 S. Ellis Ave.
Chicago, IL 60637

An Affirmative Action Equal Opportunity Employer

SCIENCE EDUCATOR

Full-time positions available for BS and MS chemists and biologists developing college level review courses. Stanley H. Kaplan Educational Center, Ltd., a Manhattan-based Fortune 500 firm, offers a complete benefits package and salary commensurate with experience. Send resume and cover letter to:

Research Dept. DL
107 West 22nd Floor
NY, NY 10019

PROGRAM OFFICER EAST ASIA

Social Science Research Council

The Social Science Research Council is seeking a full time program officer to complement current staffing of its activities related to East Asia. The program officer will be particularly responsible for the Abe Fellowship Program. Applicants should have a recent Ph.D. in one of the social sciences and be fluent in one of the languages of the region.

Program officers at the Council typically work closely with committees of leading scholars to develop and administer international fellowship programs, to design and coordinate annual training, methodological, and topical workshops for fellows, and to shape and implement research agendas. The position requires an ability to develop and maintain close working relationships with faculty, graduate students, and academic administrative staff in the U.S. and abroad. Under the supervision of a program director, the program officer will help organize research, training and other Council activities with counterpart institutions in East Asia.

The Council seeks to foster close collaboration among international area specialists, social scientists and planners among pressing issues of international concern. Candidates for this position should have organizational and administrative experience, broad based intellectual skills, multidisciplinary backgrounds and comparative interests which would contribute to this process.

The position will likely require travel. Council policies encourage program officers to continue their professional development while at the Council. Salaries are commensurate with experience and qualifications.

Candidates should submit a letter of application, resume and three letters of reference to:

East Asia Search Committee
Social Science Research Council
605 Third Avenue
New York, NY 10016

The Council is an equal opportunity employer

Immunology, 409 Coleman Hall, Wright State University, Dayton, Ohio 45421. Send letter of application, resume, and references to: Dr. Joseph E. Barry, Vice President for Academic Affairs, Conference College, Williamsburg, Kentucky 40769 by July 1. AAB/OE.

Immunology The Department of Microbiology and Immunology at Wright State University invites applications for a one-year term appointment for 1992-93 (with possible renewal for additional years) in U.S. History. Primary responsibility for survey courses in 19th and 20th century U.S. with the opportunity to teach upper-level courses in specialization. Ph.D. within last four years. Evidence of scholarly achievement in teaching and research in U.S. History. Send letter of application and dossier to: Professor Robert H. Johnson, Department of History, The University of Alabama, Box 870122, Tuscaloosa, Alabama 35487-0122. Review of applications will begin July 1 and continue until position is filled. AAB/OE.

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ASSOCIATE DIRECTOR

The Florida State University
Center for Professional Development
and Public Service

Applications are invited for the position of Associate Director of the Florida State University Center for Professional Development and Public Service.

Florida State University is a public, fully accredited, coeducational institution of the nine-member State University System of Florida. Located in Tallahassee, Florida's capital city, the University provides opportunity for service and interaction among students, colleges and schools, state and federal governmental agencies. Florida State University is recognized nationally as a center of excellence in the natural sciences, the humanities, and as a center of excellence in the visual and performing arts. The main campus is located on 347 acres in Tallahassee; with other facilities located in Leon, Bay, and Duval counties. As part of the main campus, the Center for Professional Development and Public Service is the University's educational outreach arm. It serves the state and has international offerings. In FY 1991 it enrolled over 30,000 students in credit and non-credit programs. With a full-time staff of 76, the Center's mission is to extend the resources of the University to promote life-long learning.

RESPONSIBILITIES: The Associate Director reports to the Associate Vice President for Academic Affairs (External Programs) Director of the Center for Professional Development and Public Service. This position functions as a University credit and non-credit continuing education program. Major areas include: credit and non-credit programming, financial management, strategic planning, internal university liaison, advisory boards, organizational development, personnel management, and general support of the Office of the Director. The Associate Director works with unit directors responsible for program planning, support services, marketing and public relations, and management of two conference centers.

QUALIFICATIONS: Documented and significant management experience required. Preference will be given to candidates with a minimum of 5 years experience in continuing education at the university level, a demonstrated commitment to the concept of life-long learning, a track record in marketing the University and with the community.

APPLICATIONS: Send letter of application, vita, and list of four references to Associate Director, Search Committee, Center for Professional Development and Public Service R-55, Florida State University, Tallahassee, FL 32306. Applications will be accepted until June 24, 1992. Beginning date will be no later than September 1, 1992.

The "Government in the Sunshine" laws of the State of Florida require that all documents related to search process, including letters of nomination and application, be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

SALARY RANGE: \$50,000 to \$62,000 depending upon qualifications and experience.



Associate Director of Corporate and Foundation Relations

The University of Massachusetts at Amherst invites applications of interest for the position of Associate Director of Corporate and Foundation Relations/Staff Associate. This position encompasses working directly with faculty, deans, and corporate and foundation executives as well as overseeing information dissemination, identifying funding sources, writing and editing proposals, and additional responsibilities. A Bachelor's degree, three to five years of experience in fundraising, and strong writing and communication skills are required. An advanced degree and experience working within a college or university setting and corporate and foundation relations experience are preferred. Salary commensurate with qualifications and experience. Please submit a brief letter of interest and resume by July 8, 1992 to: Search 30370, Employment Office, Room 107, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003. The University of Massachusetts at Amherst is an Affirmative Action/Equal Opportunity Employer.

MIDLAND COLLEGE

Director of Financial Aid

Midland College invites applications for the position of Director of Financial Aid. Responsibilities will include coordination of all aspects of financial aid, state and federal loan programs. Develop, coordinate, direct and evaluate the effectiveness of student financial information systems and internal controls. Play a key role in student recruitment, retention, and strategic planning.

Requires Bachelor's degree (Master's preferred) with 3-5 years' experience in higher education. Proven ability to develop financial aid strategies, procedures and policies. Must be computer literate.

If interested, send cover letter and resume by June 21, 1992 to: Personnel Office, Midland College, 3600 N. Garfield, Midland, Texas 79705.

Midland College is an Equal Opportunity, Affirmative Action Employer.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Student Affairs Division

DIRECTOR OF CAREER PLANNING AND PLACEMENT

The Director of Career Planning and Placement has the responsibility to plan, develop, administer, and evaluate the programs, policies, and budget necessary to accomplish the mission and goals of a comprehensive student career planning and placement center. In collaboration with staff, will review and revise policies, programs, and procedures to improve the quality of services provided to the faculty and students in all disciplines and to prospective employers; enhance the planning, decision making, and job search strategies; develop joint programs with recruitment, orientation, retention, and minority affairs; and perform other duties as assigned by the Assistant Vice President for Student Development.

Qualifications: Candidates must have a Master's degree with five or more years' experience in career planning and placement services in a collegiate setting. Strong leadership, communication, organizational, program development, computer and supervisory skills are essential. Candidates must be sensitive to the needs of a diverse student population.

Salary: Salary is competitive and commensurate with qualifications and experience.

To Apply: This position has a starting date as early as August 17, 1992 or a date as soon thereafter as practical, preferably no later than September 1, 1992. Closing date for applying is July 10, 1992. Send a letter of application, current resume, and the names of three references with phone numbers to:

Dr. Ronald Heidrich
Assistant Vice President for Student Development
The University of Texas at San Antonio
5900 North Loop 1604 West
San Antonio, TX 78249

UTSA is an EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

THE COLLEGE OF SAINT ROSE

Director of Alumni/Parent Relations

Primary responsibility for the planning, organization and implementation of alumni and parent programs and increasing the financial support from these groups. Provide leadership and serve as institutional liaison to the College's Alumni Association Executive Board and Committees.

B.S.: Three years' experience in the alumni/development area of a college or university are desirable. Saint Rose graduate preferred. Excellent organizational, managerial, interpersonal and written communication skills required. Demonstrated ability to meet deadlines and goals and ability to build and direct volunteers. Successful fund raising experience is an important qualification. Some travel and evening/weekend hours expected.

Salary: July 15
Salary: Mid 20's, commensurate with experience.
Review of applications begins immediately and ends July 1, 1992.
Send letter of application; resume; names and addresses and telephone numbers of 3 references with a copy of this ad to:

Director of Personnel
The College of Saint Rose
432 Western Avenue, Albany, NY 12203

DIRECTOR Workforce Training and Education Coordinating Board (WTECB)

A challenging executive opportunity exists in the great Northwest! The Director of the WTECB will be one of the leading participants in the identification of issues and implementation of change in Washington State's workforce, training and education system. This position provides a rare opportunity to profoundly influence important public policy for the future of the state's workers and employers. For full position description, desirable qualifications, salary and location, please contact Pauline Carlson, (206) 783-0368.

Closing Date: June 15, 1992

WSU IS AN EQUAL OPPORTUNITY EMPLOYER



A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —

every week in The Chronicle.



Prescott College

FOR THE LIBERAL ARTS AND THE ENVIRONMENT

DIRECTOR OF DEVELOPMENT

Prescott College—Arizona's only private, independent, liberal arts college—is a national leader in environmental and experiential education and is also noted for its innovative programs for adults. (See *Chronicle of HE*, 7/31/91.)

RESPONSIBILITIES: Will report directly to the President and be responsible for establishing and running a small (3 person) development office.

QUALIFICATIONS: Major gifts and grants experience in higher education and/or environmental organizations.

COMPENSATION: \$30-35,000/year plus outstanding quality of life in the wooded mountains of northern Arizona. We view this as an excellent opportunity for 1) a first-time director of development ready to take a risk with this ideal, up-and-coming college, or 2) an experienced director of development ready for an adventurous challenge and interested in relocation to Prescott.

RESUME AND COVER LETTER TO:

Dr. Douglas North, President

Prescott College

280 Grove Avenue

Prescott, AZ 86301

Applications need to be received by June 25.
Minority applicants are encouraged to apply.

NORTHEAST MISSOURI STATE UNIVERSITY

Director of Grants and Sponsored Programs

The successful candidate will have experience in writing and securing grants, preferably in support of higher education, or a related not-for-profit institution or organization. The ability to work with faculty, administrators and diverse foundation, corporate and federal funding sources is a must. A bachelor's degree is a minimum requirement; a master's is preferred.

A thorough understanding of the funding goals of higher education will help the successful candidate to become an active leader in an emerging team of professionals currently building an advancement program at the University. The position offers a rare opportunity to help shape University policy, procedures and fund raising priorities.

Candidates must possess a strong commitment to the development and welfare of students and faculty.

Northeast Missouri State University is the public liberal arts and sciences university for Missouri. We are recognized nationally as one of the best small public universities, with a reputation built upon our pioneering the advancement movement in higher education. Enrollment is 5,800, of whom approximately 5,300 are undergraduate students of high ability.

Position available immediately. Qualified candidates will be interviewed on an ongoing basis until the position is filled. Please submit applications and supporting information to:

R. Eric Staley, Dean of Advancement

McClain Hall 202, NMSU

Kirkville, MO 63501

An Equal Opportunity Employer

LEWIS-CLARK STATE COLLEGE

DIVISION OF STUDENT DEVELOPMENT

Director - Office of Student Life

Qualifications: Master's in College Student Personnel Administration or related field required; Doctorate in same field or related field preferred. Three years' supervisory experience required in such areas as orientation, residence life, advising, counseling.

Responsibilities: Personally responsible for orientation activities, residence life, fiscal management, off-campus housing, supervise staff of eight responsible for counseling, academic advising, minority affairs, student health center, activities, intramural/recreation, testing. Some responsibility for 504 act division management team. Salary is competitive. Start date is August 1st.

Applications accepted until position is filled, with screening beginning June 30, 1992. Submit a letter of application, current resume, and names and phone numbers of three professional references to: Dr. Mike Hostetler, Vice President for Student Development, Lewis-Clark State College, 500 8th Ave., Lewiston, ID 83501.

LEWIS-CLARK STATE COLLEGE IS AN AFFIRMATIVE ACTION.

EQUAL OPPORTUNITY EMPLOYER.

Women and Minorities are encouraged to apply.

woodline. Reference libraries will report to Lewis-Clark State College. Qualifications: Master's in College Student Personnel Administration or related field required; Doctorate in same field or related field preferred. Three years' supervisory experience required in such areas as orientation, residence life, advising, counseling. Responsibilities: Personally responsible for orientation activities, residence life, fiscal management, off-campus housing, supervise staff of eight responsible for counseling, academic advising, minority affairs, student health center, activities, intramural/recreation, testing. Some responsibility for 504 act division management team. Salary is competitive. Start date is August 1st. Applications accepted until position is filled, with screening beginning June 30, 1992. Submit a letter of application, current resume, and names and phone numbers of three professional references to: Dr. Mike Hostetler, Vice President for Student Development, Lewis-Clark State College, 500 8th Ave., Lewiston, ID 83501.

GENERAL LIBRARIES

EMORY UNIVERSITY

Atlanta, Georgia 30322-2870

POSITION: Library Preservation Officer

AVAILABLE: August, 1992

RESPONSIBILITIES: Plan and direct a comprehensive preservation program for all Emory libraries. Specific responsibilities include developing and implementing plans, focused primarily on general collections, covering such elements as staff and user education, collection review, replacement and reformatting, conservation treatment, environmental control, and disaster planning; writing and administering grants; developing and managing budgets; developing and managing cooperative preservation projects, and writing and monitoring contracts for library binding and other services. Coordination with regional and national programs and activities is expected.

QUALIFICATIONS: ALA-accredited MLS with advanced training in preservation administration and 2-5 years' relevant experience, or other equivalent combinations of education and experience; knowledge of preservation and collection management issues, including regional and national preservation programs; evidence of initiative and promotional ability; demonstrated managerial and organizational ability with strong interpersonal skills; excellent oral and written communication skills.

EMORY LIBRARIES: The Libraries of Emory University include the General Libraries and separate Libraries for law, health sciences, theology, and Oxford College. Total holdings are 2.2 million volumes with materials expenditures of \$5 million and 263 FTE staff. Emory is a member of the Association of Research Libraries, the Center for Research Libraries, the Research Libraries Group, and the University Center in Georgia.

BEGINNING SALARY: Depending on qualifications and experience, \$26,000-\$35,000 (Librarian III); \$31,000-\$40,000 (Librarian III).

APPLICATION PROCEDURE: Send letter of application, resume, and the names, addresses, and telephone numbers of three references to: Dr. Linda Matthews, Director of Professional Personnel Administration, Robert W. Woodruff Library, Emory University, Atlanta, GA 30322-2870. Applications received by July 6, 1992, will receive first consideration.

Emory University is an Equal Opportunity,
Affirmative Action Employer.

GETTYSBURG

Director of Alumni Relations

Gettysburg College invites applications for the position of Director of Alumni Relations. Gettysburg is a highly selective liberal arts college of 2,000 residential students located in Southeastern Pennsylvania within one and one-half hours of the Washington/Baltimore area.

The successful candidate, reporting to the Vice President, will join a results-oriented advancement team devoted to engaging others in mutually rewarding support, service, and advocacy of one of the nation's leading colleges. Specific responsibilities of the Director of Alumni Relations include providing leadership and liaison to the alumni executive board; managing outreach programs including alumni clubs throughout the nation; developing innovative programs to engage young alumni; and integrating alumni programs with other advancement programs.

Applications should be directed by July 1 to: Gary Lowe, Vice President for College Relations, Gettysburg College, Box 423, Gettysburg, PA 17325.

Successful prior experience in educational advancement, student recruitment or other marketing enterprise is required. Gettysburg College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

SENIOR DEVELOPMENT OFFICER FOUNDATION RELATIONS

The Claremont Graduate School, Institute of The Claremont Colleges, seeks a skilled professional to manage all aspects of its foundations giving program. Min. 5 years' responsible positions in development preferred. BA degree or equiv. educ. & exper. Salary DOQ.

Forward resume: The Claremont Colleges, Personnel Services, 150 E. 8th Street, Claremont, CA 91711.

EOE/AA/M/F

of three professional references to: Dr. Myra Macco, Director of Library Services, W. B. Roberts Library, Delta State University, Hattiesburg, MS 39402. Position available July 1, 1992. EOE/AA/M/F.

Library Reference Librarian, George M. Bevier Engineering Library, The University of Pittsburgh, as AAU Institute, is seeking a librarian with a strong commitment to public services and the utilization of electronic information access tools to join the staff of the George M. Bevier Engineering Library. The successful candidate will have a commitment to service, knowledge of access to information in an electronic environment, and ability to work effectively in team environment. The position reports to Head, George M. Bevier Engineering Library. Requirements: Candidate must possess a M.S. in Lib. Sc. or equivalent degree from ALA-accredited library

CHEMISTRY- BIOLOGY INSTRUCTOR

(#VSM016). Full-time, first-year contract (\$30,648-\$40,488) based on education and experience. Livermore location, Las Positas College. For minimum requirements, please call. All applicants must complete our Official Application Form and return it before the date of 8/22/92. Resumes alone will not be accepted. Write or call Chabot-Las Positas Community College District, 5673 Gibraltar Drive, Suite 100, Pleasanton, CA 94568; (910) 418-2083. AVEOE.

LIBRARIAN

Dynamic, growing two-year college seeks a librarian to be involved in all aspects of library work: acquisitions, technical services, reference and bibliographical instruction, staff supervision, and fund-raising involvement in industry operations.

DESIRED QUALIFICATIONS: ALA degree and minimum of two years' experience with the ability to work in a college atmosphere. Deadline for applications: June 30, 1992. Send resume/qualifications to:

DR. NORMAN C. KATNER
HESSEY COLLEGE
3 DUNDAS AVENUE
MANCHESTER, NH 03103



LINDA HALL LIBRARY

Serials Librarian

Linda Hall Library, an independent research library in science and technology, has an opening for a Serials Librarian.

The Serials Librarian has responsibility for a collection of approximately 39,000 titles and for the overall operation of the Serials Division, which includes federal documents and preservation. This position reports to the Librarian for Processing Services and has a staff of two professional and seven support positions. Linda Hall Library, a member of SLA, ARL and IRLA, is in the initial stages of developing an integrated library system. The serials will be a major component of the ILS.

Minimum qualifications: ALA accredited degree, five years of experience with serials, administrative and supervisory experience, and ability to work with foreign language materials. Candidate must have knowledge of a full range of serials activities, including selection and acquisitions, bibliographic and budgetary control, claiming, ordering and use of CCLC. Must also have the ability to respond flexibly to fluctuating workload and to coordinate a number of diverse activities. Familiarity with the operation of an automated serials control system is desirable. Salary commensurate with experience. Please apply in writing and include a resume of education and relevant experience, and the names and addresses of three references who are knowledgeable about qualifications for this position. Send letter of application to: Nancy Day, Linda Hall Library, 5109 Cherry, Kansas City, MO 64110, or contact her at the NASIG meeting in Chicago.

COORDINATOR OF OFF-CAMPUS PROGRAMS

Georgia Southern University, a unit of the University System of Georgia, enrolling approximately 13,500 students, invites applications for a Coordinator of Off-Campus Programs. Responsibilities include assessing the needs of off-campus students, particularly freshmen, and planning programs to address those needs. This staff member will also serve as a liaison between off-campus students, property owners, and the University, and will oversee the operation of the off-campus housing information program. Master's degrees in Student Personnel or related field required. One or more years' experience in Student Affairs in Higher Education highly desirable. Minimum annual salary: \$21,090. Application deadline: July 1, 1992. Date available: Immediately. Submit resume and cover letter to: Personnel Services, c/o Coordinator of Off-Campus Programs, Georgia Southern University, Landrum Box 8104, Statesboro, GA 30460-8104. Georgia is an open records state. AVEOE.



A complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars —
every week in The Chronicle.

Search Extended

Associate Director of Development for Athletics

This position reports directly to the Executive Director of the Kent State University Foundation and University Development and has a direct relationship with the Director of Intercollegiate Athletics. This person will plan, direct, and manage the athletic fundraising programs including the cultivation and solicitation of contributions in support of athletic programs, from alumni, friends, corporations and foundations, based on priorities established by the Director of Intercollegiate Athletics in conjunction with the Executive Director of the Kent State University Foundation & University Development. Serves as the Executive Director of the Blue & Gold Club, the official fundraising organization for Intercollegiate Athletics. Candidates should possess appropriate degrees, have progressively more responsible fundraising experience in higher education, preferably in Intercollegiate Athletics, and have demonstrated success in securing major gifts from individuals, corporations and foundations. This position requires strong communication and interpersonal skills with substantial experience in both writing and presenting proposals.

Kent State University, the third largest State University system in Ohio, is a National Collegiate Athletic Association Division I institution (playing I-A football), a member of the Mid-American Conference, and a member in the prestigious Central Collegiate Hockey Association, offering 10 men's varsity sports and 8 women's varsity sports.

Salary will be commensurate with experience with an excellent fringe benefits package. The search will remain open until the position is filled. Submit letter of application with current resume and three letters of reference by June 26, 1992 to:

Charles L. Salomon
Executive Director
Kent State University Foundation & University Development
P.O. Box 5190
Kent State University

An Equal Opportunity/Affirmative Action Employer

Assistant Director for Collections & Services

Search Extended

(Previous applicants need not re-apply)

The Schomburg Center for Research in Black Culture of The New York Public Library has an exceptional opportunity for an Assistant Director for Collections and Services. Will be responsible for the Center's collection development and management as well as public services policies and procedures. Will also serve as the coordinator for the implementation of the Library-wide collection development policy on African, African American and African Diaspora materials.

Qualified candidates should have an MLS from an ALA accredited Library School. Familiarity with and advanced graduate work in the field of African American, African or African Diaspora history or culture is highly desirable. Minimum of 5 years progressively responsible managerial experience in a research, university or public library environment required. Knowledge of current developments in librarianship and information technology required. Excellent communication, presentation, interpersonal and leadership skills are essential.

We offer a competitive starting salary plus excellent benefits. For prompt consideration please send resume in confidence to:

Human Resources Dept. DC-1

Candidates selected for consideration will be contacted for an interview. An Equal Opportunity Employer M/F



ASSOCIATE DIRECTOR OF THE ANNUAL FUND

Union College, a highly selective, liberal arts and engineering college of 2,000 students, founded in 1795, seeks an experienced development professional. Duties include directing the Senior Class Gift Drive, preparing direct mail solicitation materials and assisting with alumni and modern philanthropy. The Annual Fund is an essential part of a comprehensive biennial campaign for endowment, capital projects, and operating funds. Please submit your resume to:

Director of Personnel
Union College
Schuylers, New York 12309

Union College is an Affirmative Action and Equal Opportunity Employer.

school program. A commitment to providing effective, quality public service and to leadership in continuing education and technology is required. Strong interpersonal, oral and written communication skills, including flexibility and commitment to team approach to services are essential. Ability to work effectively in a dynamic environment with a diverse group of users is necessary. Database searching skills and experience are highly desirable. Forward resume to: Secretary, Engineering Reference Librarian Search, 271 Hillman Library, University of Pittsburgh, Pittsburgh, Pennsylvania 15260. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer.



Head Government Publications and Microforms Section

RESPONSIBILITIES: Under the general direction of the Director of the Department of Government Publications and Special Resources, the Head of the Section provides dynamic administrative and programmatic leadership for the section's government publications and microforms collections (over 2 million items). Duties include primary oversight of the day-to-day operations of the section, development and implementation of traditional and creative new programs for accessing government information in all formats; the provision of reference services, including bibliographic instruction; coordination of the section's technical services operations; identification of equipment needs; and planning for the growth of the collections. Works with the Department Director to train, supervise, and evaluate a staff of 5 (one of whom is a librarian) and to plan a variety of services and programs. May be involved in collection development activities depending upon area of subject expertise and interest.

The Department of Government Publications and Special Resources, of which the Government Publications and Microform Section is a part, also administers the Center for Scholarship and Information and the campus Audio-Visual Service. Rice University is a federal depository library, receiving about 15% of the federal government's annual output, and a patent depository library. More than 200 CD-ROM's distributed through the depository program are housed and accessed here.

QUALIFICATIONS: Master's degree from an ALA-accredited library science program; 3 years' professional library experience working with government publications; positive public service orientation; effective written and oral communication skills; commitment to reference and government publications librarianship; strong interpersonal and management skills; experience working with electronic information resources and searching electronic databases; and flexibility are required. Preferred qualifications include familiarity with microforms, maps, or patents.

MINIMUM SALARY: \$28,000 minimum.

CLOSING DATE: The position will remain open until filled; applications received by August 1, 1992 will receive priority consideration. Letters of application, a current résumé, and the names, addresses and phone numbers of three references should be sent to:

Ferre Hyman, Asst. University Librarian for Special Services
Rice University
Department of Government Publications and Special Resources
P. O. Box 1892
Houston, TX 77251-1892

COUNSELOR/RESEARCHER

East Carolina University School of Medicine is accepting nominations for the position of Counselor/Researcher for the Center for Student Opportunities, an academic support service unit.

The Counselor/Researcher will maintain a comprehensive counseling and psychological testing program; provide personal, career, and academic counseling; conduct workshops and seminars to enhance coping skills; administer, interpret, and evaluate psychological assessment measures; and teach the communications module for an eight week summer enrichment program.

The Counselor/Researcher will conduct research focusing on issues regarding retention and learning styles of minority and educationally disadvantaged students. The Counselor/Researcher will also assist in the development of research proposals and grant applications.

The successful candidate will be able to interact with students and staff in an intense, multicultural environment. A sensitivity to the issues of all ethnic groups, especially African Americans, but including Hispanics and Native Americans, is essential. Experience working with minority or educationally disadvantaged students is highly preferred.

A Master's degree in counseling, counselor education, or other related field required. Ph.D. preferred.

Candidates may send a letter of application, résumé, transcripts, and three letters of recommendation by July 1, 1992 to:

M. Gwendolyn Lee-Tyson, Director
Center for Student Opportunities
East Carolina University, School of Medicine
Brody Medical Sciences Building 2N45
Greenville, NC 27868-4354
(919) 551-2500

East Carolina University is a constituent institution of The University of North Carolina. An Equal Opportunity, Affirmative Action Employer.

Library Collection and Space Administration, Vol. 1, New professional position, requires a Master's degree in Library Science and a minimum of 3 years' experience in library work. The position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

Library Head, Copy Cataloging Section, East Carolina University. The position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

Head of two European languages; working knowledge of French and German; cataloging, LCSH, AACR2, and earlier cataloging codes; Library of Congress Classification; and AACR2 format; excellent interpersonal, supervisory and communication skills. Preferred: experience with NOTIS or other integrated automated systems and a bibliographic utility for cataloging and authority production. Position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

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Colorado School of Mines ARTHUR LAKES LIBRARY CATALOG LIBRARIAN

Colorado School of Mines seeks a catalog librarian to manage and perform original and copy cataloging in a variety of formats. Supervises all cataloging and processing activities, resolves cataloging problems, establishes policies and procedures, maintains quality control over bibliographic files, and keeps statistical records and reports. Has opportunity to participate in collection development and perform some reference work.

REQUIRED: M.S. from an ALA-accredited program. Knowledge of MARC format, AACR2, LC classification, and LCSH. Familiarity with online cataloging experience (will consider pre-MLS, para-professional experience). Experience with archival collections. Ability to function well in a changing environment. Excellent work habits and organizational skills. Ability to set goals and priorities; team building skills; and excellent oral and written communication skills. Must be willing to participate in professional development activities and show potential for professional growth.

The Arthur Lakes Library of the Colorado School of Mines has over 130,000 monographs, 160,000 maps, 260,000 government publications, and 2,500 current journal and serial titles. The library serves a student body of over 2,600, enrolled in programs in mineral engineering, metallurgical science, energy and environmental engineering up to the Ph.D. level. There are currently nine FTE librarians. Librarians serve as administrative faculty on 12 month appointments. The level of Golden is about 10 miles west of Denver in a major urban area and near some of the finest ski areas in the country. Both cultural and outdoor activities abound.

MINIMUM SALARY: \$25,500. Submit letter of application, résumé, and the names, addresses, and phone numbers of three references to:

CATALOG LIBRARIAN
COLORADO SCHOOL OF MINES
P. O. Box 59
GOLDEN, CO 80402

Selection will begin after July 10 or until filled.

AN EEO/AFFIRMATIVE ACTION EMPLOYER

LIBRARY NETWORK, EXECUTIVE DIRECTOR

The Pittsburgh Regional Library Center, a dynamic and growing consortium of library/information agencies from western Pennsylvania, western Maryland, and West Virginia, seeks candidates and nominations for the position of Executive Director. Reporting to the Board of Trustees, the Executive Director serves as the organization's chief executive officer and provides leadership in the planning, development, and execution of the network's programs and services. The Executive Director is the network's liaison to its member agencies and to related professional/business organizations.

Requirements for this position include an ALA-accredited master's degree in library/information studies. Additional education (including an MBA or appropriate additional master's/terminal degree) is preferred. Successful candidates should possess a minimum of ten years' experience working in a variety of information/business settings with progressively increased administrative and management responsibilities. Candidates must demonstrate exceptional communication skills and possess the ability to work with a multivariate clientele.

Interested candidates should submit a letter of inquiry stating their interest in the position. Letters of nomination should include a current listing of references. All materials should be submitted to: Chair, Search Committee, Pittsburgh Regional Library Center, 303 York Boulevard, Pittsburgh, PA 15221. Applications will be accepted until the position is filled. PRLC is an EQUAL OPPORTUNITY EMPLOYER.

Assistant Director of Alumni Services

ILLINOIS STATE UNIVERSITY

Illinois State University invites applications for the position of Assistant Director of Alumni Services. The successful candidate will be responsible for coordinating, coordinating, programming and managing the activities of the Illinois State University Alumni Chapters throughout the United States. In addition, the Assistant Director will assist with all activities and services sponsored by the Alumni Office.

The ideal candidate should have strong organizational, public speaking and writing skills and the ability to work with and motivate diverse groups of alumni volunteers. Candidates with previous experience in higher education and event management will be given serious consideration for this entry level position. Appointment date will be on or about September 1, 1992. Salary will be competitive with entry level positions.

To assure consideration, please send a letter of application, including a résumé and three current letters of recommendation by July 15, 1992 to: Carol Morris, Alumni Director, 3100 Alumni Services, Illinois State University, Normal, IL 61761-6801.

An Equal Opportunity, Affirmative Action Employer

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe—

every week in The Chronicle.



MUCIA

Assistant Director

The Midwest Universities Consortium for International Activities, Inc. (MUCIA), located at The Ohio State University in Columbus, Ohio, is seeking an Assistant Director to assume responsibility for planning, implementation, promotion, evaluation, development, management and communication of consortium programs and policies as assigned by MUCIA executive staff. This individual will manage a project tracking system, organize and coordinate responses for project solicitation, assist in preparation for project site visits; serve as liaison to organizations, funding agencies and project committees; assist with project implementation; supervise staff; prepare reports. Some travel required. Salary will be commensurate with experience within the \$30,120-\$49,480 range; excellent benefits are available; successful candidate will be employed by the Ohio State University.

Candidates must have a doctoral degree in agriculture, economics or science and technology relating to international development or an equivalent combination of education and experience; international experience and language capability in addition to English; preferably Arabic, French and/or Spanish. Technical assistance or contract work experience in Africa, Asia or Latin America preferred.

2 Staff Assistants

MUCIA is also seeking two Staff Assistants to analyze proposed projects, edit and write portions of proposal documents; assist in coordinating proposal writing teams; assist in coordinating site visits; develop and maintain project goals and objectives; serve as liaison with universities, staff, host country staff and funding agencies; work with committees; prepare reports, correspondence and agendas; develop brochures; maintain databases. Salary will be commensurate with experience within the \$21,000-\$24,000 range; excellent benefits are available; successful candidates will be employed by The Ohio State University.

Candidates must have a master's degree in international development or related field or an equivalent combination of education and experience; international experience, preferably in developing country; language fluency in addition to English desired.

For consideration, send cover letter, referring to relevant title, with your résumé, to: Professional Employment Services, OSU, Lobby, Atcher House, 2130 Neil Ave., Columbus, OH 43210-1175; materials should be received by June 30, 1992.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

Resident Director

West Chester University seeks a Resident Director to be responsible for one residence hall of three to five hundred students. Additionally, you'll supervise one graduate assistant and six to twelve resident assistants and be responsible for programming, staff development, leadership education and monitoring of student behavior through the University judicial system. The Resident Director plays an important role in the direction of the Residence Life Program, and as such, is directly involved with central office responsibilities, i.e., publications, staff selection, public relations and facilities management.

Previous residence hall experience required, with a preference given to candidates holding a Master's degree in student personnel or a related field. The ideal candidate should also possess skills in group advisement, counseling and crisis management. This is a twelve month full-time, live-in position available August 3, 1992.

Salary: \$23,452 for 12 months including excellent benefits package. Send letter of application, résumé and the names and telephone numbers of three references, postmarked by June 19, 1992, to: Personnel Office, RD Search, WEST CHESTER UNIVERSITY, West Chester, PA 19383. AAEEO. Women and minorities are encouraged to apply.

West Chester University

Skills. Responsibilities: assist the director in annual and long-range planning for facilities, personnel, and services. Send a letter of application, résumé, and three references to: Arturo L. Torres, Gonzaga University, School of Law Library, Box 3528, Spokane, Washington 99224. Position ends September 1, 1992. Please send letter of application and curriculum vitae to: Chair, Search Committee, Department of Administration Sciences, Gonzaga University, 500 University, Spokane, WA 99224. An Equal Opportunity, Affirmative Action Employer.

Management: The University of Tennessee, Knoxville, Tennessee, seeks a full-time Assistant Professor to teach and conduct research in Strategic Management. A productive research program and teaching responsibilities are required. The position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

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of particular interest are total quality management, service industry innovation and productivity, and international issues relating to above areas. Ph.D. required. Applications will be accepted and reviewed until the position is filled. Please send letter of application and curriculum vitae to: Chair, Search Committee, Department of Administration Sciences, Gonzaga University, 500 University, Spokane, WA 99224. An Equal Opportunity, Affirmative Action Employer.

Marketing: The University of Tennessee, Knoxville, Tennessee, seeks a full-time Assistant Professor to teach and conduct research in Strategic Management. A productive research program and teaching responsibilities are required. The position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

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DELAWARE STATE COLLEGE A Brief Description

Delaware State College, a public, 1890 Land Grant Institution, seeks candidates for Director of Libraries who can demonstrate a strong commitment to the philosophy, excellence through teamwork. The College has a combined undergraduate and graduate enrollment of 2,600 students from various social, economic, and racial backgrounds and 172 full- and part-time faculty members. The Director of Libraries reports directly to the Vice President for Academic Affairs. Accredited by the Middle States Association of Schools and Colleges and other associations, the College Library consists of the main library and one branch library, has 169,435 volumes, 2730 bound volumes, 378,987 microfiche and AV materials, and 1,341 active periodical subscriptions. The operating budget is \$1,234,595 with an additional \$79,000 coming from a federal grant and an additional \$79,000 coming from other sources. Twelve professional librarians and 12.5 support persons make up the Library staff.

Bibliographic instruction through a CD-ROM collection, CLSI automated circulation systems and Delaware State College On-Line catalog are available. The Library holds membership in Palmett and the American Library Association.

We particularly seek an individual for this non-tenure track, 12 month position who has:

- keen understanding of the role of the library in teaching, learning, service and research;
- strong management and team building skills;
- some knowledge of physical plant expansion experience in implementation of automated programs;
- a vision of the future in library and information sciences.

Qualifications: M.S. and a doctoral degree, expertise in fiscal management, excellent oral and written communication skills and at least 3 years of success in Library Administration are requisites for the position. Salary negotiable.

Send letter of application, official transcripts, current résumé and three professional references to:

Miss Gwendolyn E. Braxton, Chair
Search Committee for the Director of Libraries
Delaware State College
101 North Delaware Highway
Dover, Delaware 19901

The Search Committee will begin reviewing applications June 15 and continue until the position is filled.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER



ADMISSIONS COUNSELOR AND ASSISTANT DIRECTOR OF ADMISSIONS

Susquehanna University invites applications for the positions of Admissions Counselor and Assistant Director of Admissions. Candidates should possess excellent organizational, interpersonal, and communication skills, have a high level of computer and entrepreneurial skills, and possess initiative, creativity, and a sense of humor. They should be a self-starter, have the ability to work as a member of a team, and be committed to the values and benefits of private higher education. Specific responsibilities will include work with the Admissions computer systems, interviewing, application review, and approximately ten weeks of travel.

A Bachelor's degree is required and previous experience in computer systems, marketing, admissions or teaching is highly desirable. Susquehanna University is a selective, residential, undergraduate University of 1400 students. Its academic programs are organized into three schools: the School of Arts and Sciences, the School of Fine Arts and Communications, and the Sigmund Weiss School of Business.

Applications will be accepted until the positions have been filled and should be sent along with the names and telephone numbers of three references to:

Mr. J. Richard Ziegler
Director of Admissions
Susquehanna University
Selinsgrove, PA 17870

Review of applications begins on June 10, 1992.

Susquehanna University is an equal opportunity, affirmative action employer.

for a tenure-track Assistant Professor in Marketing. The Department has a strong commitment to quality instruction. Candidates must have completed their doctorate or expect completion in 1994 and provide evidence of teaching competency. For full consideration, submit a letter of application, curriculum vitae, and three references to: Dr. J. Richard Ziegler, Director of Admissions, Susquehanna University, Box 3284, Selinsgrove, PA 17870. Review of applications begins on June 10, 1992. Please send letter of application and curriculum vitae to: Chair, Search Committee, Department of Administration Sciences, Gonzaga University, 500 University, Spokane, WA 99224. An Equal Opportunity, Affirmative Action Employer.

Marketing/Management Instructor. Master's degree in Marketing or related field. Teaching experience and two years' work-related experience required. Must be nationally certified. Classes will include sales, marketing and management related subjects. Compensation in the community college range. Duties include teaching, advising students and student organizations, program recruitment and retention with secondary and post-secondary institutions. Ability to develop curriculum and strengthen the current marketing program. Tenure-track, nine-month position (teaching approximately fifteen hours per semester). Applications must be received by July 7, 1992. Submit a letter of application, résumé, and three references to: Professor James Stokely, Chair, Marketing Search Committee, University of Vermont, 860 South Main Street, Burlington, Vermont 05405. AAEEO Employer. Women and minorities are encouraged to apply.

Marketing: The University of Tennessee, Knoxville, Tennessee, seeks a full-time Assistant Professor to teach and conduct research in Strategic Management. A productive research program and teaching responsibilities are required. The position is located in the new building, coordinates collection development, and oversees the library's operations. Minimum requirements: M.S. from an ALA-accredited library school. Minimum of 3 years' professional experience in library work. Working knowledge of library systems. Proficiency with numbers. Collection management experience. Proficiency in data base management or relevant experience preferred. Salary and rank commensurate with experience. Applications deadline: June 10, 1992. Please send letter, résumé, and three letters of recommendation to: Diana Viscusi-Davis, Law Librarian, c/o Library Personnel Services, Eastern Kentucky University, P. O. Box 1603A, Yale Station, New Haven, Connecticut 06520. EEO/AAE.

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Director of Human Resources

Metropolitan Community College is a growing and vigorous multi-county, multi-campus community college serving more than one-third of the Nebraska population. The three-campus College has grown on average 10.5% each of the last 18 quarters and continuing expansion is anticipated. The College and its president have been nationally recognized for innovative community college leadership.

MAJOR RESPONSIBILITIES: The Director reports to the Executive Assistant to the President and is responsible for a comprehensive Human Resources Program. Major area-wide responsibilities include planning and administering a comprehensive HR program including compensation, benefits, classification, records, performance evaluations, EEO/AA, employment, and computerized records systems.

QUALIFICATIONS: BA in related field with Master's preferred. A minimum of five years' progressively responsible recent HR administrative experience, preferably in post-secondary education. Background in collective bargaining with faculty and support staff highly desirable. Must be innovative leader with demonstrated analytical and team building skills and the ability to relate to all levels of staff. Requires sensitivity to staff diversity and the ability to enhance a sense of community among staff groups.

SALARY RANGE: \$37,450-\$58,049.

PROPOSED STARTING DATE: August 1, 1992.

To apply, send letter of application, résumé and copy of official transcripts to the Office of Personnel and Employee Relations, P. O. Box 3777, Omaha, NE 68103-0777. Applicants are encouraged to submit materials by June 22, 1992, at which time the screening process will begin. A completed College application form is also required as part of the formal application process, and the form will be forwarded to applicants upon receipt of above materials.

Questions regarding the position should be directed to Walt Kujawa, Executive Assistant; (404) 449-8415.

METROPOLITAN COMMUNITY COLLEGE

Metropolitan Community College is proud of its extensive program of leadership diversity development. Persons of different cultural backgrounds are enthusiastically encouraged to apply.

DUTCHESS COMMUNITY COLLEGE

Director Counseling and Career Services

Provides leadership and supervision to the Office of Counseling and Career Services. The office, through a professional staff of six, promotes personal counseling, transfer and career development services, adult career and education counseling and student development programming to a student body of 2,071 full-time and 4,438 part-time students. A Master's degree in Counseling, Psychology, Student Development and a minimum of three years' related experience in a college or university are required. A Doctorate and previous supervisory experience are preferred. The successful candidate must be energetic and creative in his/her ability to address the dynamic needs of a diverse student body. Salary is commensurate with experience. Fully paid health dental and life insurance, TAA/CREF, on-site day care, 21 vacation days, 12 paid holidays. Review of applications will begin on June 20, 1992. Send letter of interest and résumé to:

Office of Human Resource Management
Dutchess Community College
53 Portland Road
Poughkeepsie, NY 12601-1595
AAEEO

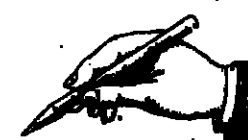
Director of Research Webster University

The Director of Research will be responsible for providing the background information needed to carry out development and fund-raising programs, including in-depth research of major donors, identifying new donors and maintaining donor and potential donor records. This individual will work closely with the development officers as a member of the development team. Strong research and communications skills with the ability to acquire and analyze data, experience with computer technology, and knowledge of the St. Louis area are required.

Qualifications include a Bachelor's degree, a knowledge of prospect research techniques and resources, and experience with fund raising and development.

Please send résumé and cover letter to:

Elynn Flegel
Associate Vice President/Advancement
Webster University
470 East Lockwood Avenue
St. Louis, MO 63119-3194



Lists of the latest books of interest to Academe—
scholarly books and books
about higher education—

every week in The Chronicle.

MANAGER, EDUCATION & EVALUATION SERVICES

PRC Inc., a leader in providing information systems and services to the government and private sectors, is seeking an accomplished professional to serve as Department Manager for our Education and Evaluation Services Department headquartered in Indianapolis, IN.

This high-level position is responsible for managing a budget and a professional staff, scheduling and allocating work and training, and recommending/determining personnel actions. Furthermore, you will serve as Director of the Technical Assistance Center contract for the US Department of Education.

Your credentials should include a PhD and 15 years experience in an area related to educational research and evaluation, measurement/statistical methodology, or school improvement applications. Expertise in managing and evaluating education projects (especially compensatory education programs or program improvement activities) and supervising technical assistance services is necessary. A familiarity with the state and local educational agencies and the US Department of Education is desired.

This prestigious opportunity offers the compensation package that a professional of your caliber deserves. For immediate consideration, forward your resume to: PRC Inc., Dept. EN-07, 12005 Sunrise Valley Drive, Reston, VA 22091. An equal opportunity employer.



SENIOR ASSOCIATE IN MEDICAL EDUCATION

The University of Texas Medical Branch at Galveston

The Office of Educational Development (OED) has an opening for a Senior Associate in Medical Education with expertise in instruction, testing and measurement. A background in computer assisted instruction and science education is desirable. The successful candidate will work on a variety of projects to support and promote the educational mission of the medical school at the University of Texas Medical Branch.

The position requires an earned doctorate (Ed.D. or Ph.D.) in education, psychology or a related field with emphasis in instructional design, testing and measurement. Excellent interpersonal skills and an ability to work effectively with a variety of professionals are essential. Experience in health professions education/training is highly desirable.

The appointment is available immediately. Interested applicants should send cover letter, curriculum vitae, and three references to



ASSOCIATE DIRECTOR OF ADMISSIONS

Guilford College invites interested individuals to apply to join an experienced staff of five professional admission officers responsible for the comprehensive student recruitment program. She will have primary responsibility for the following:

- Coordinating the selection process for the College's merit scholarship programs;
- Selecting, training and coordinating volunteer student tour guides;
- Planning and coordinating on-campus special visitation programs for prospective students.

In addition, she will be responsible for a recruitment territory which includes working with prospects, applicants, secondary school counselors and alumni/parent volunteers. Approximately six to seven weeks of travel annually.

Qualified applicants will have a minimum of an undergraduate degree and 3-5 years' experience at the Assistant Director level. Must be extremely well organized and have excellent interpersonal skills in relating to built faculty and students.

Salary commensurate with experience. Excellent benefits package. Position to be filled on or before August 15, 1992.

Cover letter and résumé, plus list of a minimum of three references should be submitted to:

Human Resources Office
Guilford College
9800 W. Friendly
Greensboro, NC 27410

Deadline for receipt of résumés is July 1, 1992.

Guilford College is a private, Quaker-affiliated liberal arts college of approximately 1,600 students, located on a beautiful 300-acre campus.

Guilford College is an EEO/Affirmative Action Employer.

Coordinator of Research South Carolina Department of Mental Health

JOB RESPONSIBILITIES INCLUDE:

Developing a research program for the S.C. Public-Academic Mental Health Consortium, developing linkages between SCDMH, the Consortium and mental health researchers, and facilitating inter-institutional research opportunities.

QUALIFICATIONS:

- Experience in mental health research with an ability to utilize computer data bases.
- A doctorate degree in the social sciences and three years of related experience preferred or master's degree in the social sciences and five years related experience.

Salary range \$32,895 - \$49,342, based on education and experience. This is a grant-funded position for a duration of two years.

APPLY TO:

Eleanor Odum, Employment Manager
S.C. Department of Mental Health
P.O. Box 483 • Columbia, SC 29201
803-734-7670

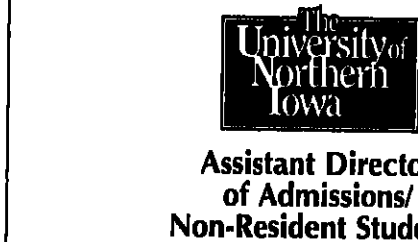


BEO-AA

Mathematics Instructor, Mathematics Learning Enhancement Center, Position starts August 18, 1992 at Utah Valley Community College in Orem. Requires a master's degree or equivalent graduate hours in math or a closely related field plus one year of full-time teaching experience in math, preferably in a post-secondary or secondary education. Application deadline is June 30, 1992. For application and information, contact Personnel Services, (801) 222-8000, extension 8207. UVCC is an accredited community college serving 5,000 students. AA/EEO.

Mathematics Educators Aquilona College, a four-year, Catholic, liberal arts college, is seeking an experienced mathematics educator for a position beginning August, 1992. Candidates should have a master's or doctorate in mathematics education, undergraduate and graduate work in mathematics, and three years of teaching experience in mathematics. The position is a multi-level position with responsibilities for teaching, supervising, and advising students. Salary is commensurate with experience. Send letter of application and résumé to: Dr. Margaret A. Williams, Chairperson, Department of Mathematics, Aquilona College, 4001 West 12th Avenue, Suite 100, Aurora, Colorado 80012. An Equal Opportunity, Affirmative Action Employer.

Mechanical Engineering Assistant, Associate Professor, Mechanical Engineering, University of Wisconsin-Stevens Point. This is a two-year term position. The position is in the Department of Mechanical Engineering, Stevens Point, Wisconsin 54481. Responsibilities include: teaching undergraduate and graduate students enrolled in mechanical engineering courses; supervising and advising students in research projects; and supervising and advising students in the master's thesis program. Minimum qualifications are: a Ph.D. in mechanical engineering; a minimum of three years of teaching experience in mechanical engineering; and a minimum of three years of research experience in mechanical engineering. Salary is commensurate with experience. Send letter of application and résumé to: Dr. Douglas H. Harris, Chairperson, Department of Mechanical Engineering, University of Wisconsin-Stevens Point, Stevens Point, Wisconsin 54481. An Equal Opportunity, Affirmative Action Employer.



Assistant Director of Admissions/ Non-Resident Students

The University of Northern Iowa is seeking applicants for the position of Assistant Director of Admissions/Non-Resident Students. UNI has an enrollment of approximately 13,000 students and offers a broad range of degree programs and educational opportunities at the undergraduate and master's levels and advanced study in selected postgraduate-oriented doctoral programs. Located in Cedar Falls, Iowa, the University is part of the greater metropolitan area of Waterloo-Cedar Falls with a population of over 110,000 residents. The area offers many cultural amenities and excellent schools and housing.

Responsibilities: The Assistant Director of Admissions/Non-Resident Students is responsible for directing student recruitment activities outside the state of Iowa. This is a 12-month position reporting to the Director of Admissions. This person will plan and develop concepts, activities and marketing projects relating to the recruitment of non-resident students; develop and implement contacts with the Assistant Director level in other states; develop and maintain a non-resident student data bank and tracking system; develop telemarketing activities to recruit students from targeted out-of-state markets; develop and maintain an alumni admissions program and other operational duties as assigned. This position will require extensive travel and extended evening and weekend work.

Qualifications: Bachelor's degree in public relations, marketing or a related field is required; master's degree preferred. Minimum of three years' experience in the field of admissions and a demonstrated ability to develop and implement an admissions marketing plan related to non-resident students are required. Must be able to interact effectively with students, parents, high school counselors, community college officials, faculty members and alumni of UNI and must possess excellent communication skills and strong interpersonal and organizational skills.

Application Information: The University encourages applications from minority persons, women, disabled persons and Vietnam era veterans. Resumes review will begin June 22, 1992 and continue until an appointment is made. Appointment is for one year or by agreement. Salary and benefits are competitive. Send application letter, resume and names and telephone numbers of three professional references to: Norman Hermanson, Chair, Search Committee, 200 Commons, University of Northern Iowa, Cedar Falls, Iowa 50614-0284.

UNI is an affirmative action, equal opportunity employer and employer.



ST. JOHN'S COLLEGE Santa Fe, NM

Assistant Director of Admission/Admission Counselor

Applications are being accepted for an opening in the Admission Office for either an Assistant Director or an Admission Counselor. The starting date will be January 1, 1993. Minimum qualifications at the Admission Counselor level will include BA degree, excellent written and verbal skills, telephone skills, organizational skills, ability to work with students and parents, and the willingness to travel extensively. Minimum qualifications at the Assistant Director level include a BA degree, two years of admission counseling experience, one year of which must have been at a management level, and the willingness to travel extensively. Desirable qualifications include an advanced degree, two years of admission management experience, one year of supervisory experience, and two years of experience developing strategies for new student recruitment. Candidates must possess an understanding of the aims of a liberal arts education.

St. John's College, founded in 1863, is one of the country's oldest independent, non-denominational, liberal arts colleges. The College enrolls approximately 400 undergraduates on each of its two campuses: Santa Fe, New Mexico and Annapolis, Maryland, and students may transfer between the two all-requirements arts and sciences curriculum based on the study of the great books and for its emphasis on student participation in the life of the college.

Applications will be accepted through August 1, 1992.

Send résumé, salary history, and names, addresses and phone numbers of three professional references by August 1, 1992 to: St. John's College, 1160 Camino Cruz Blanca, Santa Fe, NM 87501-4559. Attention: Dr. Gonzales, Personnel Director.

WHITWORTH COLLEGE Director of Financial Aid

The Position: Plan, organize and manage the comprehensive operations of the Office of Financial Aid, including student development, recruitment and retention in compliance with federal, state and institutional policy.

- Qualifications:**
1. Bachelor's degree required, additional education preferred.
 2. Minimum of five years of experience in financial aid administration; preferably to include staff supervision.
 3. Knowledge of computerized student aid delivery systems.
 4. Ability to structure and analyze financial aid data so as to inform and shape institutional aid policy.
 5. A personal commitment to the Christian faith and to the integration of faith and learning.

To Apply, please submit: Letter of interest, résumé, names, addresses, and telephone numbers for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to: Director of Financial Aid Search Committee, Office of Human Resources, Whitworth College, Spokane, WA 99081-0100. Application deadline: August 1, 1992. Anticipated Start: August 1, 1992.

Whitworth College strongly encourages women, persons of color, and persons with physical limitations to apply. Whitworth College reserves the right to extend the search process beyond those dates identified in order to assemble an adequate number of qualified applicants.

The most extensive listing anywhere of jobs available in higher education — every week in The Chronicle.

FACULTY ADMINISTRATOR Educational Support Services

Large, well-respected professional membership association with national presence, located in Jersey City, New Jersey, is seeking a professional educator to recruit, schedule, interview, motivate and evaluate Continuing Professional Education faculty members.

Position responsibilities include the development of an active plan for recruitment and selection of instructors to expand our national list of qualified potential faculty members staffing over 1,100 presentations per year. Additionally, this individual will create faculty evaluation instruments with a program of on-site observation, as well as develop regional "instructor-banks" and training programs.

Qualifications for this position include: MS or MEd degree, 3-5 years of related experience—college teaching and/or faculty development, training education, teacher supervision, or related experience—excellent teaching techniques, research skills, and dynamic interpersonal abilities.

We offer a competitive salary, excellent benefits and a highly professional environment with stability of national scope. Send your resume and salary requirements in confidence to:

BOX FM479-CHE
401 Broadway, 21st Floor,
New York, N.Y. 10013

An equal opportunity employer



Minnesota State University System

SYSTEM DIRECTOR OF LABOR RELATIONS

The MINNESOTA STATE UNIVERSITY SYSTEM, OFFICE OF THE CHANCELLOR, invites applications and nominations for the position of System Director of Labor Relations. The position is responsible for the negotiation and administration of collective bargaining agreements covering faculty, administrative/service faculty, and support staff within the university and for the management of Workers' Compensation claims which are in litigation.

Minimum qualifications for consideration include a Master's Degree in Industrial Relations, plus a minimum of 4 years' experience in the negotiation, interpretation, and arbitration of labor agreements, or a Juris Doctor/LLB Degree plus 4 years' experience practicing labor law, or a Juris Doctor/LLB Degree and a combination of 3 years' experience developing public employees labor relations programs, plus 1 year of experience in public sector higher education labor relations/labor law by highly desired and a Juris Doctor/LLB Degree is preferred.

Salary will be commensurate with education and work experience in the field. Nominations for the position are encouraged. Letters of recommendation are not requested at this time. Interested applicants should submit a letter of application, résumé and the names and telephone numbers of three references by June 25, 1992 to:

Crail M. Ayers, Esq., Associate Vice Chancellor
MINNESOTA STATE UNIVERSITY SYSTEM
Suite 230, Park Office Building
555 Park Street
St. Paul, MN 55103

WOMEN AND PEOPLE OF COLOR ARE ENCOURAGED TO APPLY. THE MINNESOTA STATE UNIVERSITY SYSTEM IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

Medical Technology Clinical Laboratory Sciences Program, Assistant Professor/Program Coordinator, tenure track position. Scope: Full-time tenure track position with the following responsibilities: instruction in clinical chemistry, serology and one other area of clinical laboratory science. Program official responsibilities will include: budgeting, recruitment, purchasing and departmental coordination. Rank: Assistant Professor. Required: Master's degree with national certification as a medical technologist and three years' experience in Medical Technology education. Previous experience as a program director in a university setting. Preferred: Doctorate preferred. Effective Date: Fall 1992. Deadline for Application: July 1, 1992. Contact: Karen Chandler, Interim Coordinator, Clinical Laboratory Sciences Program, The University of Texas-Pan American, 121 West University Drive, Edinburg, Texas 78539; (512) 381-2291. Federal law requires compliance with the Immigration Reform and Control Act of 1986.

Medical Sciences A Faculty Research position at the University of Kentucky is available starting July 1, 1992 for a basic research position in the Department of Surgery at the University of Kentucky Medical Center. Candidates must have a Ph.D. with prior research experience in the field of intestinal transduction mechanisms, BCG-phosphorylation in human glioma, tyrosine kinase, immunosuppression, and microscopy in desirable but not necessary. Send curriculum vitae and three references to: Dr. Byron Young, Department of Surgery, University of Kentucky, 805 Lexington Avenue, Lexington, Kentucky 40536. An Equal Opportunity, Affirmative Action Employer.

VERMONT LAW SCHOOL

Assistant Director of Admissions

The Position: The Assistant Director of Admissions assists the Director of Admissions in planning and coordinating student recruitment programs, including special outreach programs for minority students; interviewing and counseling prospective students; evaluating applicant credentials and participating in the selection of new students; representing the Law School at undergraduate schools and professional events; communicating with undergraduate faculty and pre-law advisors; preparing correspondence; overseeing admissions operations in the absence of the Director. Other significant responsibilities include undertaking demographic and market studies, collecting and analyzing data, preparing statistical reports, and developing strategies for marketing and enrollment management. Travel is required, especially in the fall.

Qualifications: We seek an individual with strong analytical, interpersonal, and communication skills (both written and oral). Public speaking and supervisory experience is helpful. Previous admissions experience, particularly at the graduate level, and familiarity with legal education are desirable but not essential. Experience in research design and computerized data management and analysis is preferred, as is a law degree or a graduate degree in a field involving statistical research and analysis.

An independent law school and the only law school in Vermont, VLS is situated in a beautiful New England village near Hanover, NH, home of Dartmouth College, and within driving distance of Boston, New York, and Montreal. For the JD class entering this year, the Law School received 2,600 applications for 160 openings. With 500 students from 40 states representing over 200 undergraduate schools, Vermont Law School features an excellent faculty, distinctive special programs including a nationally recognized environmental law program, and a unique campus in a historic district.

Applications should be mailed by June 19 to:

C. John Friesman
Associate Dean & Director of Admissions
Vermont Law School
123 So. Main St.
South Royalton, VT 05068

Review of applications will begin immediately. The position is available August 3, 1992. Salary negotiable; excellent benefits.

Vermont Law School is an Equal Opportunity Employer and encourages applications from women and minorities traditionally underrepresented in the legal profession.

Director of Residence Life Miami University Oxford, Ohio

Directs the student life program in 38 residence halls with overall management and supervision responsibility for the quality of student life experienced in the residence halls. The residence hall programs include a comprehensive first year experience, with responsibility for new student orientation and academic advising, an upperclass program with several special interest focuses and an administrative services unit.

Requires a master's degree in college student personnel or related field and significant residence life management experience in mid to upper management level. PhD or post-master's graduate study preferred. Nominations and applications will be considered beginning June 26. The search will continue until the position is filled. Send letter of application, resume and the names, addresses, and telephone numbers of three references to: Dr. David Hart, Assistant Vice President of Student Affairs, Miami University, Oxford, Ohio 45056.

MIAMI UNIVERSITY

Equal Opportunity in Education
and Employment MFH

Music Program Director. Oversees 60 faculty and comprehensive programs serving 1,500 students ages 2 to 92 at metropolitan Community Music School; master's degree in music; strong background in program/curriculum planning and arts administration; exceptional organizational and interpersonal skills; experience in recruiting and teaching pre-college students a plus. Send to: Susan H. Klarnd, Executive Director, Sherwood Conservatory of Music, 1014 South Michigan Avenue, Chicago, IL 60605.

Music Woodwind specialist to teach applied woodwinds, woodwind methods and direct woodwind ensembles. Doctorate and successful teaching experience desirable. Salary and rank open. Address letter of application, résumé, transcripts and at least three letters of recommendation to: Crail M. Ayers, Esq., Search Committee, University of Texas-Pan American, 121 West University Drive, Edinburg, Texas 78539; (512) 381-2291. Federal law requires compliance with the Immigration Reform and Control Act of 1986.

Music Instructor/Assistant Professor (non-tenure track, one year temporary), teacher of Voice (soprano or mezzo soprano). Must have a master's degree. College teaching experience preferred. Teach voice to music majors and selected elective students as assigned. Review of material begins June 9, 1992 and continues until position is filled. Send letter of application, résumé, transcripts and at least three letters of recommendation to: Crail M. Ayers, Esq., Search Committee, University of Texas-Pan American, 121 West University Drive, Edinburg, Texas 78539; (512) 381-2291. Federal law requires compliance with the Immigration Reform and Control Act of 1986.

Music Voice teacher with additional responsibilities in elementary music education. Preference given to mezzo-soprano or soprano voice teachers. Master's degree preferred. Salary and rank open. Public school music experience desirable. Send letter of application and current vita to: Mary Shumberger, Chair, Search Committee, 605 S. 1st St., Port Hope, Texas 75851.

Music Applied String faculty vacancy. Assistant or Associate Professor; tenure track. Teach string students and string ensembles to music education students; contracted position as concertmaster with Greater Grand Forks Symphony Orchestra. Qualifications: active performance/recording; violinist preferred; experience in building string ensemble within a music department; Master's degree required. Doctorate preferred; college teaching experience required. Salary negotiable. Appointment: August 15, 1992 to May 15, 1993. Department: The Music Department has 15 full-time faculty. The facilities are excellent within the Hughes Fine Arts Center, and the Department is an accredited member of NASM, B.M., B.A., B.S., and M.M. degrees are offered. Applications: deadline: preliminary screening will begin on June 26. Search will remain active until appropriate candidate is identified. Search will be reopened in October if department is unable to find suitable candidate. Applicants are requested to submit: (1) letter of application; (2) résumé or vita of education, training and experience; (3) credentials, including at least 3 letters of reference; (4) two cassette performance tapes; (5) two letters of recommendation; (6) a letter of intent to accept the position. Send to: Dr. John J. Dool, Chairperson, Department of Music, P. O. Box 1124, University Station, Grand Forks, North Dakota 58202.

Music Voice teacher with additional responsibilities in elementary music education. Preference given to mezzo-soprano or soprano voice teachers. Master's degree preferred. Salary and rank open. Public school music experience desirable. Send letter of application and current vita to: Mary Shumberger, Chair, Search Committee, 605 S. 1st St., Port Hope, Texas 75851.

INFORMATION AND TELECOMMUNICATION SERVICES

Director of Academic Technology and User Services

STARTING DATE: October 1, 1992

RESPONSIBILITIES: The Director of Academic Technology and User Services is responsible for directing the Academic Computing, Media Support, Equipment Maintenance and User Support units of the university. Provides direct support and advice to faculty in the area of academic technology. Serves on various university committees and coordinates with all academic areas in regard to the use of computing and media. Also responsible for the coordination of the organizational planning to determine college and departmental level needs for academic technology and for services outside facilities required to meet these needs. Will work closely with the Academic Technology Committee, College Based Technology Committees, and other appropriate individuals or groups.

Utilizing subordinate managers and staff, the Director is responsible for providing user services to include documentation and training services to faculty and staff; maintenance of personal computers, office equipment, and video/audio equipment; distribution of media and computer equipment and software; video production; consulting services on computing and media technology; operation of student computing and media facilities; evaluation of technologies and equipment; and assisting with the implementation of departmental LANs.

This position reports directly to the Vice Provost for Information and Telecommunication Services.

Qualifications: Earned doctorate or other terminal degree is preferred. Five years' computer-related experience, three of which must be in senior level management position in academic computing, user services, or technology planning. Skills must include a teaching and scholarship background in a university setting and the demonstrated ability to formulate and implement strategic plans.

Salary: This is a permanent, full-time administrative exempt position. Annual salary commensurate with experience.

Application Procedures: Send letter of application, résumé, and names, addresses, and telephone numbers of three references to:

Viggo Christensen
Search Committee
President/Provost's Office
Western Washington University
Bellingham, Washington 98225-0333

Review of applications will begin July 13, 1992, and continue until the position is filled.

Western Washington University is committed to developing and maintaining a diverse educational community. We encourage people of color, women, and persons with disabilities to apply for this position.

Director

Center for the Enhancement of Teaching UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa seeks applications and nominations for the position of Director of its newly established Center for the Enhancement of Teaching. The purpose of the Center is to assist and support individual faculty in their ongoing efforts to provide quality educational experiences. The Director will have the opportunity to:

- coordinate and/or offer short workshops or seminars;
- provide individual consultation regarding curricular design, teaching materials, and presentation style;
- explore and develop the application of emerging technologies for the enhancement of teaching;
- disseminate information through a Center newsletter;
- develop a repository of best-secondary teaching-related information.

The Directorship is a full-time administrative (11-month) appointment, reporting directly to the Provost or designated staff in the Office of Academic Affairs. A tenure or tenure-track appointment in an academic department is possible. Salary is competitive and based upon experience and qualifications.

University and Community: One of three state-supported universities in Iowa, UNI is a comprehensive university offering undergraduate, master's and selected doctoral degrees. The university has five undergraduate colleges, a graduate college, approximately 950 faculty and 13,000 students. One recent national survey (1990) placed UNI in the top five percent of 561 public regional institutions. The Cedar Falls-Waterloo community, with a population of just over 100,000, has a full range of educational, cultural, medical, and recreational programs and facilities.

Qualifications: A terminal degree with service as a faculty member in an institution of higher education and interest in faculty development are required. Administrative, research, or faculty development experience related to university level instruction is preferred. The university encourages applications from minority persons, women, disabled persons and Vietnam era veterans.

Review of applications: will begin June 22 and continue until the position is filled. Please send a cover letter, vita and the names, addresses and phone numbers of three references to:

Aaron Podolsky, Dean
College of Social and Behavioral Sciences
University of Northern Iowa
117 Sahlin Hall
Cedar Falls, Iowa 50614-0403
FAX (319) 273-2222, Phone (319) 273-2221

An equal opportunity educator and employer with a comprehensive plan for Affirmative Action.

COMMUNICATION CONSULTANT

SPEAKEASY INC. Atlanta, GA

National consulting firm specializing in spoken communication skills seeks a master teacher, someone who gets intense personal satisfaction from helping people grow. The successful candidate will be a flexible, sophisticated individual with experience facilitating and coaching in group and one-on-one situations. Must show evidence of strong conceptualizing and communication skills, both oral and written, as well as 10 years' working experience (some business experience preferred). College degree required; advanced degree a plus.

Send letter of application and résumé to:

Dr. James C. Mengert
Speakeasy Inc.
3414 Peachtree Rd. NE, Suite 800
Atlanta, GA 30326

An Affirmative Action, Equal Opportunity Employer

Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world — every week in The Chronicle.

DIRECTOR OF GRANTS

Riverside Methodist Hospitals Columbus, Ohio

Riverside Methodist Hospitals Foundation is looking for a qualified individual to expand and coordinate a centralized grants program for the hospital. Requirements for the position include a bachelor's degree with 5-7 years' successful grant writing experience. Preference will be given to candidates with experience in a medical setting, extensive work with grants from the NIH and the NIMH, as well as a master's degree. Responsibilities will include matching departmental needs with funding sources, writing the grants, tracking the expenditures of new and existing grants, and providing progress reports to funding agencies.

Riverside Methodist Hospitals is a 1,063-bed facility located in suburban Columbus, Ohio. We offer a generous compensation and benefits package including health/dental insurance, on-site child care, tuition assistance, and our employee convenience center.

If you are interested in this position, please submit a curriculum vitae to: Pam Green, Management Recruiter, RIVERSIDE METHODIST HOSPITALS, 3535 Olentangy River Road, Columbus, Ohio 43214.



Riverside promotes the hiring of service-oriented individuals who are non-union.
An Equal Opportunity Employer M/F/H/V



Reading and Learning Skills Specialist

East Carolina University School of Medicine is seeking applications and nominations for the position of Reading and Learning Skills Specialist for the Center for Student Opportunities. An academic support unit.

Responsibilities: include maintaining a reading and learning skills program to improve the performance of minority and disadvantaged students in medicine, premedicine, nursing and allied health; teaching an eight week reading and learning skills module for the summer semester program; and conducting study skills seminars and workshops.

Knowledge and use of diagnostic testing to assess performance and prescribe individualized instruction, including computer assisted instruction, is necessary. Knowledge of the Medical College Admission Test and the National Licensure Examination is preferred.

The successful candidate will be able to interact well with students and colleagues in an intense, multicultural environment. A sensitivity to the issues of all ethnic groups, especially African Americans, but including Hispanics and Native Americans, is essential.

Minimum qualifications: include a master's degree in Reading or a related field. Experience and professional interest in minority educational issues highly preferred. Salary is commensurate with experience.

Candidates may send letter of application, résumé, transcripts, and three letters of recommendation by July 1, 1992 to:

M. Gwendolyn Lee-Tyson, Director
Center for Student Opportunities
East Carolina University, School of Medicine
Brody Medical Sciences Building 2N45
Greenville, NC 27838-4354
(919) 551-2501

East Carolina University is a constituent institution of The University of North Carolina. An Equal Opportunity, Affirmative Action Employer.

tec, Box 3738, Quadra Baezel University, Arkadelphia, Arkansas 71996-0001.

Music Instructor/Assistant Professor (Non-tenure track). Teacher of Cello, Master's degree required; doctorate preferred. Significant record of successful teaching; evidence of status as a performer. Teach low strings, including string bass, to music majors and selected elective students in both studio and class. Teach other courses as assigned. Conduct the string education laboratory technique and methods classes. Perform as a soloist and in faculty chamber ensembles. Review of material begins June 16, 1992, and continues until position is filled. Send letter of application, vita, names and telephone numbers of three professional references, and a representative tape recording to: Dr. David A. Williams, Chairperson, Music Department, Marshall University, 400 Hillcrest Boulevard, Huntington, West Virginia 25705. BEO/AA.

Music Instructor/Assistant Professor of Bands (Non-tenure track). Director of Bands in all aspects of band program. Primary responsibilities include Marching Band, Symphonic Band and assistance in program maintenance. Based on the needs of the department, other duties will be assigned. Master's degree required; doctorate preferred. Salary and rank open. Send application, vita, transcripts, and three letters of recommendation to: Dr. Kenneth Ragsdale, Chair, Department of Music, East Carolina University, P. O. Box 12287, Port Hope, Texas 75851. Appointment begins August 7, 1992.

as 76129. Deadline is June 15, 1992. TCU is an EEO/AA Employer.

Music Instructor/Assistant Professor (Non-tenure track). Teacher of Cello, Master's degree required; doctorate preferred. Significant record of successful teaching; evidence of status as a performer. Teach low strings, including string bass, to music majors and selected elective students in both studio and class. Teach other courses as assigned. Conduct the string education laboratory technique and methods classes. Perform as a soloist and in faculty chamber ensembles. Review of material begins June 16, 1992, and continues until position is filled. Send letter of application, vita, names and telephone numbers of three professional references, and a representative tape recording to: Dr. David A. Williams, Chairperson, Music Department, Marshall University, 400 Hillcrest Boulevard, Huntington, West Virginia 25705. BEO/AA.

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UNIVERSITY OF COLORADO Director Intellectual Resources Program

The University of Colorado invites applications and nominations for the position of Director of the University's Intellectual Resources Program.

- Responsibilities:**
- Overall leadership, supervision, and oversight of the University's Intellectual Resources Program.
 - Manages the planning and licensing activities, which include building awareness of technology transfer policies, procedures, and achievements throughout the University; encouraging, facilitating, and evaluating invention disclosures; coordinating the patent application process with external firms; marketing technology world-wide; negotiating licensing agreements with industry; and forming new ventures to commercialize University technology.
 - Coordinates the four-campus activities for the Intellectual Resources Program within the University of Colorado system.
 - Represents the University within the State, national and international business community regarding the Intellectual Resources Program.
 - To develop strategic plans and provide leadership within the University community regarding the identification, evaluation, protection, and exploitation of the University's intellectual resources.

Qualifications: The successful candidate must have substantial experience with technology-based companies or with a successful university technology transfer program. Experience should include exposure to patents and their role in corporate strategies. Knowledge and skills in marketing intellectual property, negotiating licenses, and managing patent attorneys are important. Candidates must demonstrate an understanding of and empathy for the research mission of the University, as well as the ability to work effectively with faculty, staff, administrators, and the business community. An advanced degree(s) in science, engineering, business or law is desirable.

The Search Committee will begin evaluating applications and nominations on July 15, 1992. Send resume and letter of application discussing experience and relevant accomplishments to:

Director of Intellectual Resources Program Search Committee
University of Colorado
Campus Box 462
Boulder, CO 80309-0462

The University of Colorado has a strong institutional commitment to the principles of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

DIRECTOR, ROCKEFELLER UNIVERSITY PRESS

Responsible for directing a full-range of activities related to publishing and marketing five scientific journals and a limited book program. Oversees production services for University publications including art and graphic services. Requires demonstrated competence in STM journals publishing; in supervising editorial, production, promotion and fulfillment staffs; and in managing operations, budgeting and financial and computer applications. Knowledge of monograph and trade book publishing and marketing desirable.

Please send or fax resume to:

Ms. Virginia Huffman
The Rockefeller University Press
Box 125
1230 York Avenue
New York, NY 10021
Fax: (212) 327-8699

The Rockefeller University is an EEO/AA employer.

THE ROCKEFELLER UNIVERSITY

Norfolk/Denver, Alabama State University is seeking applications for the position of Associate Director of the University's Intellectual Resources Program.

The position is a full-time position with a minimum of five years of experience in a similar position. The successful candidate will have extensive experience in the areas of technology transfer, patent law, and the development of commercial ventures. The position is a full-time position with a minimum of five years of experience in a similar position. The successful candidate will have extensive experience in the areas of technology transfer, patent law, and the development of commercial ventures.

Qualifications: The successful candidate must have a minimum of five years of experience in a similar position. The successful candidate will have extensive experience in the areas of technology transfer, patent law, and the development of commercial ventures. The position is a full-time position with a minimum of five years of experience in a similar position. The successful candidate will have extensive experience in the areas of technology transfer, patent law, and the development of commercial ventures.

Assistant Director/ State Program Leader Community, Natural Resource and Economic Development COOPERATIVE EXTENSION UNIVERSITY OF WISCONSIN-EXTENSION

University of Wisconsin-Extension Cooperative Extension invites nominations and applications for the position of Assistant Director/State Program Leader for the Community, Natural Resource and Economic Development (CNRED) statewide program area. The position has overall programmatic responsibility for CNRED program. The position involves the coordination of the statewide CNRED program. The position involves the coordination of the statewide CNRED program.

Major responsibilities include: (1) overall leadership for a comprehensive set of programs including such areas as community and economic development, natural resource education, environmental issues and public policy education; (2) coordinate with other administrators regarding CNRED related personnel issues; (3) collaborate with other administrators regarding support of CNRED budget; and (4) collaborate with other administrators, faculty and staff to establish strong inter-institutional and public relations and image.

Major qualifications include: (1) overall leadership for a comprehensive set of programs including such areas as community and economic development, natural resource education, environmental issues and public policy education; (2) coordinate with other administrators regarding CNRED related personnel issues; (3) collaborate with other administrators regarding support of CNRED budget; and (4) collaborate with other administrators, faculty and staff to establish strong inter-institutional and public relations and image.

Applications must be received by July 31, 1992. Submit a letter summarizing interest/qualifications, a resume and names, addresses and telephone numbers of three references to Cooperative Extension Personnel, 619 Extension Building, 432 N. Lake St., Madison, WI 53706. For additional information, contact CE Personnel, (608) 263-1945. An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date.

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Associate Director of Admissions

Skidmore College seeks applications for the position of Associate Director of Admissions. This senior level position reports to the Director of Admissions and assists in managing all aspects of the admissions program. Responsibilities include planning, extensive travel, application review, public speaking and interviewing prospective students. Other responsibilities will vary according to the talents of the individual selected and may include coordination of transfer admissions, staff and recruitment publications.

The successful candidate will possess strong communication, leadership and critical thinking skills, as well as a keen understanding of the distinctive nature of a selective residential liberal arts college. A sense of humor is also essential. There is no minimum experience required. Salary will be competitive and commensurate with experience.

Skidmore College is a selective, coeducational liberal arts college of 2,150 undergraduates. The College is located in Saratoga Springs, New York.

Review of credentials will begin June 19, 1992. Candidates should submit a letter of application, resume, and the names and telephone numbers of three professional references to Mary Lou W. Bates, Director of Admissions, Skidmore College, Saratoga Springs, New York 12866. Skidmore College is an affirmative action/equal opportunity employer and educator.

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Southwestern University

AT GEORGETOWN, TEXAS

Assistant Director of Career Services: Southwestern University is accepting applications for the position of Assistant Director of Career Services. The successful candidate will develop and implement innovative programs to promote career development and employment success for students. Provide individual and group career counseling; develop and present career workshops; establish and maintain professional working relationships with employers; seek and identify job opportunities; administer and interpret standard interest inventories; create informational publications to market career opportunities, workshops and programs to the campus community; publish the Annual Placement Report; oversee the management of the Career Resources Library; monitor the work study budget and initiate and oversee mailings to targeted student populations.

A bachelor's degree (master's preferred) in student development, counseling, or human resources is required. Two years of work experience in career services is preferred. Basic computer knowledge and familiarity with the mission of a national liberal arts and sciences institution are desirable. The successful candidate must possess excellent communication, organizational, and writing skills, as well as expertise in job search methodologies and knowledge of employer recruiting procedures.

Southwestern University is a selective undergraduate institution committed to broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1200 students and a history of stable enrollment. Southwestern's endowment of more than \$136 million ranks among the highest of any university in the South. The University is located in Georgetown, Texas, 28 miles north of Austin, the state capital, and site of The University of Texas.

Applicants should send a letter of application, resume, and the names, addresses, and telephone numbers of three references to the Office of Human Resources, Job #106, Southwestern University, P.O. Box 7700, Georgetown, TX 78627-0770. Applications will be accepted until suitable candidates are identified. This position will begin July 1, 1992.

Southwestern University is an Affirmative Action, Equal Opportunity Employer.

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ADMINISTRATIVE LIBRARIAN: AUTOMATION SERVICES

The Albert B. Alkek Library, Southwest Texas State University, is seeking qualified candidates for the position of Administrative Librarian: Automation Services. Duties include serving as liaison to Data Research Associates (DRA), the University's Automated Data Processing department. AMIGOS Bibliographic Council, Inc. for OCLC services, and other networks coordinating automation activities with other Administrative Librarians; coordinating training in the use of DRA; and managing the library's microcomputer lab. The Automation Services Librarian will ensure that the library stays current with automation advances by researching, recommending, and planning new services, and identifying future needs. Qualifications: ALA-MLS; minimum of three years' professional experience; working knowledge of MARC formats and national standards for bibliographic records; working knowledge of an automated library system, preferably DRA; substantial experience with microcomputers and software; superior written and oral communication skills; demonstrated ability to plan and teach complex operations and procedures; demonstrated problem-solving skills; demonstrated ability to work well with others. Prefer academic library experience in both public and technical services using OCLC; knowledge of local area networks; Digital VAX miniframe computers and VMS operating system. Minimum salary: \$30,672 for twelve months. To apply submit an official University application and resume by July 3, 1992. Applications are available from the Personnel Office, Southwest Texas State University, San Marcos, Texas 78666-4615. Phone: 512/245-2587 (Voice) or 512/245-3911 (FAX). Posting #208. AA/EEO.

Southwestern University is an Affirmative Action, Equal Opportunity Employer.

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UNIVERSITY OF MINNESOTA

Program Director of the Chicano/Latino Learning Resource Center

The University of Minnesota invites applications for the position of Program Director of the Chicano/Latino Learning Resource Center. This is a full-time, annual, renewable academic administrative appointment subject to satisfactory performance.

The Program Director will be responsible for: (1) planning, implementing and supervising academic support services for approximately 300 Chicano/Latino students; (2) coordinating such academic retention efforts with other university units and community organizations; (3) developing and maintaining a data base on the students' educational and longitudinal academic performance; (4) conducting retention research focusing on Chicano/Latino students; (5) advising the Raza Studies Cultural Center which provides cultural programs; and (6) promoting community outreach programs. Part-time teaching may be possible depending on the qualifications of the candidate and the University's curricular needs.

Minimum qualifications are a Master's Degree, two years of administrative experience, and relevant work experience with Chicano/Latino students in higher education and/or with Chicano/Latino communities.

Preference will be given to candidates with an established record of successfully administering academic support services for Chicano/Latino students in a college setting. Also desirable are strong communication and interpersonal skills, as well as an ability to work cooperatively with people from diverse cultural and educational backgrounds. The annual salary will range from \$37,000 to \$42,000 depending on the candidate's qualifications and experience.

Send a letter of application, a curriculum vitae, and three letters of recommendation to:

Search Committee for CL/LRC Program Director
Office for Minority and Special Student Services
University of Minnesota
1801 University Avenue, S.E., Suite 310
Minneapolis, Minnesota 55414

Complete applications, including three letters of recommendation, must be received by July 31, 1992.

The University is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

STUDENT ACTIVITY ADVISOR/
COORDINATOR OF STUDENT
MULTICULTURAL SERVICES

Western Illinois University seeks a dynamic and resourceful person to coordinate its efforts at promoting cultural diversity. In addition, the coordinator will have responsibility for identifying the needs of minority students, working with other University staff to develop effective programs and approaches to meet the needs of diverse students, and performance of liaison work between the Assistant Vice President's office and other university offices which provide programming for culturally diverse students.

QUALIFICATIONS: Candidate should demonstrate a strong commitment to cultural diversity. A minimum of a Master's degree in Student Personnel Administration, Counseling, Educational Foundation, or related field is required. Demonstrated statistical and analytical skills, excellent verbal and written communication skills, and ability to work effectively with varied constituencies. Experience in higher education, counseling, or student services is preferred.

APPLICATION PROCEDURE: Initial screening will begin on June 26, 1992 and continue until the position is filled. Interested individuals should send a letter of application, a resume and three letters of reference (including telephone numbers) to:

Bellinda Carr, Chair
Coordinator of Multicultural Student Services
Search Committee
Gwendolyn Brooks Cultural Center
Western Illinois University
Macomb, IL 61455

Western Illinois University is an AA/EEO employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities, and persons with disabilities.

GEORGETOWN
COLLEGEDEVELOPMENT INFORMATION SYSTEMS
COORDINATOR

Georgetown College in Kentucky is seeking a Development Information Systems Coordinator to work in the Office of Development. This individual will coordinate the development, maintenance and enhancement of computer support systems for the Development Office, will recommend new or revised information systems and will assist with the implementation of approved recommendations. The coordinator will participate in the planning and monitoring of data processing activities, developing a clear understanding of project problems, schedules and priorities to make maximum use of computer capabilities in development work.

The job requires knowledge equivalent to that acquired in a four-year college degree program in Computer Science, Programming or Information Systems; one to three years of related and progressively more responsible or expansive work experience in programming, computer systems development, analysis and design; or an equivalent combination of education and experience. Applicants with development experience will be given first consideration. Familiarity with CARS will be helpful.

With an enrollment of 1500-1600 and located in the bluegrass area north of Lexington, Georgetown College, a four-year liberal arts college committed to providing an education of high quality in a Christian environment.

Send resumes to: Director of Development
Georgetown College
400 East College Street
Georgetown, Kentucky 40324

COMPTROLLER

Requires strong fund accounting, fiscal management, computer exp. Supervises district acct. and business office operations. Degree in accounting/finance, 5 years' accounting and 2 years' management experience. \$38,185-\$45,981. Submit letter of interest, resume, copies of transcripts, 3 references to:

Ollie Busby
Personnel Office
Northland Pioneer College
P. O. Box 810
Holbrook, AZ 86025
(602) 524-1923

DEADLINE: June 26, 1992.

The University is located in Mantua, Minnesota, 80 miles southwest of Minneapolis/St. Paul. By June 30, send letter of application, resume, and official transcripts to: Position 1: Dr. Harry Kneib, Personnel Office, P.O. Box 28, Mantua State University, Mantua, Minnesota 56002-8000.

Physical Education: Physical Education Department, Assistant Professor (Search #92-000000). Rank and salary: Tenure-track position. Beginning Fall 1992. Salary commensurate with experience. Responsibilities: teach courses in Anatomy/Physiology, Kinesiology, or Sport Medicine; advise students; conduct research and possible thesis.

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe—

every week in The Chronicle.

DIRECTOR CAPITAL CAMPAIGN
(Search extended)

Manhattan College is an independent, coed institution sponsored by the Christian Brothers. This senior-level position is responsible for organizing and managing all facets of a \$50 million capital campaign, requiring a minimum of 10 yrs development exp in an educational inst. Successful candidate will assume an active role in all aspects of the campaign including budgeting; recruiting and supervising key volunteers; planning, developing and monitoring cultivation and solicitation programs; and actively participating in the solicitation process. The Director will serve as a member of the campaign team which includes the President, the Vice President and selected Trustees.

DIRECTOR ALUMNI
ANNIVERSARY PROGRAM

Responsible for the coordination of the quinquennial reunion classes including fundraising and events planning. The successful candidate will be part of the development team, working in close contact with the alumni office. Responsibilities include coordinating a direct mail/telephone fundraising campaign. Also responsible for formulating and expediting reunion events. Strong interpersonal, communication skills and demonstrated success in working with volunteers is essential.

Send resume and references by 8/29/92 to Ms. Barbara Faber, Vice President for Human Resources

MANHATTAN COLLEGE
Riverdale, NY 10471

An AA/EEO Employer M/F
Women and Minorities Are Encouraged To Apply

DIRECTOR
ACADEMIC ADVISING
SERVICES

The University of Northern Iowa is seeking a Director of Academic Advising Services. UNI has an enrollment of 13,000 students and offers a broad range of degree programs and educational opportunities. Located in Cedar Falls, Iowa, the University is part of the greater metropolitan area of Waterloo/Cedar Falls with a population of over 110,000.

Responsibilities: The Director provides leadership for development of academic advising university-wide with responsibilities for coordination of faculty advising and the direction and supervision of the Academic Advising Services staff; establishes immediate and long-range departmental goals; administers departmental budgets; and assists institutional officials in formulating and implementing policies and programs directed toward enhancing undergraduate advising. This position reports to the Vice President for Educational and Student Services.

Qualifications: Doctorate in higher education, college student personnel, counseling or related field required. Five years' experience in higher education development theory and application required and teaching experience in a higher education setting preferred.

Application Information: This is a 12-month position. Salary and benefits are competitive. Resume review will begin June 22 and continue until an appointment is made. Appointment is August 1, 1992 or by agreement. Send application letter, resume and list of three current references with their addresses and telephone numbers to:

Director/Academic Advising Services Search Committee
Office of the Vice President for Educational and Student Services
University of Northern Iowa
105 Student Services Center • Cedar Falls, Iowa 50614-0382

An equal opportunity educator and employer
with a comprehensive plan for affirmative action.

Director of Development

The Cambridge School of Weston, an innovative, century-old, college-preparatory day and boarding school of 200 students, seeks a Director of Development for an immediate appointment in a three-person office. Responsibilities will include the annual fund, alumni relations, capital gifts, events planning, membership on the school's advancement team, and supervisory responsibility. We seek candidates with successful fund-raising and development experience, preferably in independent schools, who are committed to working on a close-knit team. Send a resume and statement of your interest in the position to: George Cohan, Headmaster, The Cambridge School of Weston, Georgian Road, Weston, MA 02193. Tel: (617) 642-8610 Fax: (617) 899-3870.

The Cambridge School of Weston

advisement. Qualifications: An earned doctorate in psychology or an ABD may be considered. Teaching experience in the above areas is preferred. Contact: Send letter of application, resume, transcripts and three letters of recommendation to: Dr. James B. Smith, Physical Education Department, Southern Connecticut State University, New Haven, Connecticut 06515. Application Deadline: Review of resumes will commence June 19, 1992. Appointment will be made on or after July 1, 1992. Salary commensurate with experience. Respond by August 1, 1992.

be accepted until position is filled. Funds pending. Southern Connecticut State University is an AA/EEO employer. Women minorities and handicapped are encouraged to apply.

Physical Education: Physical Education Department, Instructor/Assistant Professor (Search #92-000000). Rank and salary: Tenure-track position. Beginning Fall 1992. Salary commensurate with experience. Responsibilities: teach courses in Anatomy/Physiology, Kinesiology, or Sport Medicine; advise students; conduct research and possible thesis.

COLORADO SCHOOL OF MINES

Director of the Division of Liberal Arts
and International Studies

Colorado School of Mines at Golden, Colorado invites nominations and applications for the position of Director of the Division of Liberal Arts and International Studies. The position calls for a scholar-educator with intellectual vision, proven leadership qualities, and administrative and academic experience. The candidate would be expected to contribute to teaching, research and fund-raising activities as well as to provide leadership in the newly integrated division and be instrumental in the development of its program.

The Ph.D. is required for this position and applicants must have tenure or be qualified for tenure. Preference will be given to candidates who recognize the interdisciplinary and international nature of education in the modern world and who support CSM's commitment to "the stewardship of the earth and its resources." The Division is expected to provide appropriate breadth in integrating social and environmental concerns with engineering design issues. Liberal Arts and International Studies is a recently established non-degree-granting division which brings together four formerly separate units: Humanities and Social Sciences; the Guy T. McBride, Jr., Honors Program in Public Affairs for Engineers; Global Systems and Cultures; and EPICS (a four-semester freshman/ sophomore program which combines engineering design, problem solving, computing and technical communications). The McBride Honors Program and EPICS have received excellent reviews from the Colorado Commission on Higher Education.

The Colorado School of Mines, established in 1874, is a public, coeducational university for science, engineering and technology. It offers bachelor's, master's and Ph.D. degrees, and is part of the Colorado system of higher education. The campus is located in the foothills of the Rocky Mountains twenty minutes west of downtown Denver. Enrollment is approximately 2,700, including 30% non-residents, 21% women, 10% minorities, and 15% international students. Of the entering freshmen, over 56% ranked in the top 10% of their high school graduating class; over 90% ranked in the top 25% (fall 1991).

Desired date for filling the position is August 1992. Review of applications will begin in the fall of 1992 and continue until the position has been filled. Applications should include a curriculum vitae and contact information for three references. They should be sent to Search Committee, Liberal Arts Division Director, P. O. Box 69, Golden, CO 80401.

CSM is an affirmative action, equal opportunity employer.

Assistant Registrar
for Systems

Responsibilities: Responsible for information systems and technology in Registrar's Office. Needs analysis, systems design specification and testing. Application software development on PCs to analyze and report data downloaded from mainframe. Institutional research on student data base. User training and documentation. Plans future systems strategies.

Requirements: B.A./B.S. required. Master's Degree preferred. Broad understanding of computer systems, technology and work flow/procedures of a Registrar's Office. Understands integrated information systems. Has working knowledge of office automation applications: WordPerfect, Paradox, Excel, Communication Tools, Graphic User, Desktop Publishing. Has 3-5 years' experience in student records. Strong background in information systems. Prior experience with mainframe student records systems and data base management systems required.

If interested, send cover letter and resume to Patricia E. Baque, Manager of Employee Relations, Wellesley College, Wellesley, MA 02181 by 6/19/92.

Wellesley College especially welcomes applications from ethnic minorities and women.

Wellesley College



Augusta College

Librarian

Augusta College seeks an individual to serve as director of its library.

The Augusta College Librarian has (tenure track) faculty status and provides leadership to and general oversight of all library operations. A qualified candidate must possess a Master's degree from an ALA-accredited program, and have a minimum of five years' academic experience with demonstrated leadership capabilities. The position has a minimum starting salary of \$40,000 and is available January 1, 1993. Interested applicants must submit a letter of application and curriculum vitae to the search committee chair no later than August 1, 1992.

Send applications to: Joyce S. Billue, Chair, Augusta College Librarian Search Committee, Department of Nursing, Augusta College, Augusta, Georgia 30910; (706) 737-1725 or Fax (706) 731-7960.

Augusta College is an Affirmative Action, Equal Opportunity Employer.

Qualifications: Teach Physical Education Theory and Methodology Courses, Skills Classes, Aquatics Classes and Student Teaching Supervision. Support and develop areas within the specialization of Teacher Education and Aquatics. Qualifications: M.S. Degree in Physical Education, Coaching, or related field. Minimum of three years of public school teaching experience. Aquatics certification preferred including current ARC Water Safety

Instructor Trainer and Lifeguard Training: Instructor Trainer: Send letter of application, resume, transcripts, and three letters of recommendation to: Dr. J. B. Smith, Physical Education Department, Southern Connecticut State University, New Haven, Connecticut 06515. Application Deadline: Review of resumes will commence June 19, 1992. Appointment will be made on or after July 1, 1992. Salary commensurate with experience. Respond by August 1, 1992.

Louisiana State University
in Shreveport

LSU in Shreveport is seeking to fill three professional positions within the Division of Student Affairs.

Asst. Director/Student Recruitment: Responsible for the overall recruitment program with special emphasis on minority student recruitment. Duties include school visitations, publicity materials development and admissions advising. Limited travel. Position reports to the Registrar and Director of Admissions. Master's degree required.

Admissions and Records Counselor: Support student recruitment, admissions and records activities, and provide counseling for prospective, new and continuing students. Position reports to the Registrar and Director of Admissions. Bachelor's degree required, master's preferred.

Asst. Director/Counseling: Staff psychologist/counseling position in Counseling Center. Provide comprehensive psychological services to clients with broad range of personal, developmental and academic concerns. In addition to direct and outreach/counseling services, provide specialized outreach services and programming primarily addressing minority students. Master's degree in Counseling/Psychology required. License eligible preferred.

Qualified applicants should send (1) letter of interest, (2) current resume, (3) the names, addresses and telephone numbers of three references, and (4) if applying for recruitment position, include example reports and publications applicant has developed.

All applications, nominations, and inquiries should be sent to: Ms. Kathy Plante, Search Committee, LSU, One University Place, Shreveport, LA 71115. Review of all applications will begin July 1 and continue until positions are filled. As an Equal Opportunity Affirmative Action Employer, Louisiana State University in Shreveport encourages applications from women and minorities.

Director of Major and Deferred Gifts

Beloit College

Beloit College, about to enter the public phase of a major multi-year campaign linked to its sesquicentennial, seeks an experienced development professional for individual major gifts, outright and deferred. Reporting to the vice president for external affairs, this individual will carry major responsibility for leadership gifts to the college and will administer a comprehensive deferred giving program.

This challenging growth opportunity is available immediately to a self-directed and creative individual with superior communication skills, 3-5 years of fund-raising experience, and familiarity with deferred giving vehicles. Travel up to 50 percent of time required.

Competitive salary and benefits and choice location in a Chicago-Madison-Milwaukee triangle.

Address letter of inquiry and resume in confidence to:

Bruce Wyatt
Vice President for External Affairs
Beloit College
700 College Street
Beloit, WI 53511

Review of resumes will begin June 22, 1992.

Beloit College is an equal opportunity, affirmative action employer.

Director of Computer and
Information Technologies

Lewis-Clark State College seeks a Director of Computer and Information Technologies.

Responsibilities: 12-month administrative position reports to the Financial and Academic Vice Presidents. The Director must utilize computing and communication resources to advance the College's mission and to support instruction, scholarship, and institutional management of information.

Qualifications: Bachelor's degree required. Master's degree in an appropriate field is highly desired. Successful candidate must have at least 2 years of supervisory experience and demonstrated ability to communicate with a wide variety of colleagues. Experience in management, design, and implementation of LAN's and WAN's, implementation of a new, large scale integrated system with RDBMS and 4GL, SLI and Meridian I/PDX administration desired. Information processing, preferably in a higher education environment, in order to promote the appropriate use of technology is required.

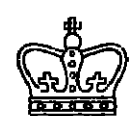
Salary: \$45,000-\$50,000 DOE

Application review begins June 15, 1992 and continues until a suitable candidate is found. Please send a letter of application, resume, 3 letters of reference, and names, addresses, and telephone numbers of 3 additional references to Mr. Dean Froehlich, Financial Vice President, LSCS, 500 8th Ave., Lewiston, ID 83501.

Lewis-Clark State College is an AA/EEO and encourages applications from women and minority groups.



A list of application deadlines for grants and fellowships—
every week in The Chronicle.

ASSISTANT DIRECTOR FOR
UNIVERSITY COUNSELING SERVICE

Supervising a newly combined staff of fifteen (including MSWs, psychologists, and psychiatrists) and working closely with deans and administrators, this individual assesses the need for, provides, and evaluates counseling, psychotherapy, and liaison assistance to the MorningSide Campus community.

The successful candidate will be a psychiatrist or hold an advanced degree in social work, psychology, or education; will have demonstrated strong administrative skills working with multidisciplinary staff; and will have at least five years of clinical experience, preferably in a university or similar setting. Experience with and interest in student health issues (such as anxiety, depression, substance abuse, sexual assault, eating disorders, and stress) in a diverse population is essential. This is a full-time position with a competitive salary and benefits package. Qualified candidates who are members of minorities are particularly encouraged to apply.

Send resume and letter explaining interest to: Dr. Richard Carlson, Director, University Health Service, Columbia University, 519 West 114th Street, New York, NY 10027.

Columbia University

We take affirmative action toward equal opportunity.

DIVISION OF STUDENT AFFAIRS
UNIVERSITY OF MARYLAND
AT COLLEGE PARKDirector
Campus Recreation Services

DUTIES: Serves as chief administrator and operational manager of the University's recreational sport program. Responsible for all phases of a comprehensive campus recreation program that includes fitness-wellness activities, open recreation opportunities, intramural sports, and sport club activities. Specific duties include supervision and staff development, budget management, policy development, facilities management including the development of new recreational facilities, strategic planning, risk management, and coordination of recreation programs with other campus units as a member of the Student Affairs staff.

QUALIFICATIONS: Master's degree in Physical Education, Recreation, Student Development, Higher Education, or related field. Minimum of five years' experience in collegiate recreational sports with demonstrated increases in personnel, program, and fiscal responsibilities.

SALARY: Commensurate with experience and qualifications.

STARTING DATE: Fall 1992 (negotiable).

TO APPLY: For best consideration submit letter of application, resume, and names and contact information of three references by July 17, 1992, to: Dr. James M. Queen, Chair, Campus Recreation Director Search Committee, 2104 Stamp Student Union, University of Maryland, College Park, MD 20742.

THE UNIVERSITY OF MARYLAND IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER

Director
Student Support Services Program

We are looking for a Director, Student Support Services Program, VSC Grade 12, Administrator. Responsibilities include: recruitment, identification, and selection of students eligible for the program; oversee all aspects of the program including grant administration, budget allocation and development; establish and maintain recordkeeping system necessary to ensure efficient administration and evaluation of the program to ensure compliance. Qualifications: Master's degree in Education Administration, Educational Leadership, or related field. Significant experience in working with college students, as well as financial management and supervisory experience. Minimum starting salary \$18,918. Send letter of application and resume to:

Theodore Stokes
Dean of Administration
Vermont Technical College
Randolph Center, Vermont 05061

Applications must be received by 4:30 p.m. on June 22, 1992.

EOE

iversity is an AA/EEO employer. Women, minorities and handicapped are encouraged to apply.

Physical Education: The Department of Physical Education, located in the College of Arts and Sciences at Kansas State University, is seeking a temporary assistant professor in motor behavior. Duties may include teaching, research, and supervision of graduate students. The position is a full-time position with a minimum of two years' experience in motor behavior, motor learning, and motor development. The successful candidate must have a Ph.D. with a specialization in any area of motor behavior (ASD's may be considered) and evidence of scholarly publication. Please send letter of application, resume, three letters of reference, and official college transcripts to: Dr. Jerry Cascardi, Chair, Physical Education Department, SUNY Cortland, P. O. Box 2000, Cortland, New York 13005. SUNY Cortland is an AA/EEO employer.

The Chronicle: Your Window on Academe



UNIVERSITY OF LISSEN, THE NETHERLANDS: PHOTOGRAPH BY CORRIEN GUALTHERY

If order cards are missing, use the form below.

YOUR WINDOW ON ACADEME

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BULLETIN BOARD: Positions available

VICE CHANCELLOR (Chief Administrative Officer)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
SANTA ANA CAMPUS

The Vice Chancellor will be responsible for District policies and procedures as they apply to the operation of the Santa Ana Campus. Student population on the campus is 27% Hispanic, 21% Asian, 4% Black, 1% Native American, 44% White and 3% other. The Vice Chancellor will be an advocate for campus programs and will be responsible to build bridges to the local urban community.



Annual Salary: \$94,767.
 Contact: Personnel Services
 Rancho Santiago Community College District
 1530 W. 17th Street, Santa Ana, CA 92706
 or Phone (714) 564-6485

Applications will be accepted until position is filled. Screening of applications will begin July 27, 1992. Starting Date: Sept. 1, 1992 or as soon as possible.

Seeking Staff Diversity
 An Affirmative Action and Equal Opportunity Employer

Search Reopened



VICE PRESIDENT FOR ACADEMIC ADMINISTRATION

Providence College invites applications for the position of Vice President of Academic Administration. Position available July 1, 1992.

Duties: chief academic officer of the college; normally reports to the Executive Vice President; supervises overall planning of curriculum; coordinates the hiring, promotion, and tenure of faculty; chairs Committee on Academic Rank and Tenure; serves on all major administrative committees.

The following report directly to the Vice President: Associate Academic Vice President, Dean of Graduate School, Dean of Undergraduate Studies, Dean of the School of Continuing Education, Dean of Minority Student Affairs.

Criteria: an earned doctorate or a recognized terminal degree; ability to actively promote the mission of the college; strong administrative skills and academic credentials; demonstrated teaching excellence; effective communication skills; dynamic, innovative leadership qualities.

Salary: commensurate with qualifications.

Applications to include: letter of application, curriculum vitae, and three letters of recommendation. It is the responsibility of the applicant to insure that the letters of recommendation are forwarded directly to the chair of the search committee.

Deadline: Review of applications will begin immediately. Priority will be given to complete applications received by July 15, 1992. Review will continue until the position is filled.

Mail to: Donna T. McCaffrey, Chair
 Search Committee—Vice President for Academic Administration
 Hartness Hall, Room 107
 Providence College
 Providence, RI 02918

Providence College is a Roman Catholic, four-year, coeducational, liberal arts college, which welcomes qualified men and women through equal opportunity and from all religious and ethnic backgrounds. The college promotes the pursuit of sound scholarship and the principles of the Judeo-Christian heritage through the unique Catholic tradition of the Dominican Order. Providence College is an Equal Opportunity Employer.

Research Administration: Research Director. New position. Rowan-Salisbury Schools, enrollment 16,700. Minimum salary \$50,000. Doctor's degree in Educational Psychology or Statistics preferred. Send letter of intent and resume by July 1, 1992 to: Dr. Melvin K. Morgan, Rowan-Salisbury Schools, P.O. Box 249, Salisbury, North Carolina 28144-0249.

Research/Biochemistry: Research Assistant Professor, Department of Pediatrics. Carry out independent research on the molecular practices and physiological function of human pregnancy-specific B12-vitroprotein. Molecular biology techniques will be used to clone genes encoding this group of proteins to make recombinant proteins by *in vitro* expression in cultured cells and to produce chimeric molecules by recombinant DNA methodologies. Applicant must be able to conduct independent research, to train doctoral fellows, research associates and technicians and to develop and adopt new methodologies, and have experience with conventional biochemical as well as modern molecular biology techniques. Ph.D. or Ph.D. equivalent in immunology/biochemistry and four years' experience. 40 hours per week, \$4,560. Send two copies of curriculum vitae to DOBES, 500 P Street, W., #315, Washington, D.C. 20001. Reference: Job Order 1113. Proof of legal right to work in the United States must be provided.

Research/Biochemistry: Senior Research Assistant to conduct independent research involving techniques that include tissue culture, monoclonal antibody production and analysis, one and two-dimensional gel electrophoresis of proteins, quantitative and qualitative immunoblot analysis using radiolabeled probes and the proteinase-activated technique. Northern and Southern blot analysis; PCR; and, *in situ* hybridization. Perform intracellular perfusion and other micro-manipulation procedures of rats. Prepare for publication and presentation of scientific papers at national meetings. Responsible for ordering lab supplies and maintenance of lab equipment. M.S. Degree in Biochemistry or equivalent with two years' training and two years' experience performing techniques listed in duties. \$26,656 annual salary, 40 hours a week. Apply at the Texas Employment Commission, Houston, Texas or send resume to Texas Employment Commission, TEC Building, Austin, Texas, 78778, J.O. #667948. Ad paid by an equal employment opportunity employer.

Research/Biochemistry: Research Associate. Plan and conduct research on biochemical functions of small intestine of SV 40, especially its effect on growth and growth-related processes, amino acid metabolism, effect of polyanions on the process, measurement of polyanion content

CORRECTION

CERRITOS
COMMUNITY COLLEGE
DISTRICT
Norwalk, California

An advertisement for Instructional Dean of Business Division appeared in the May 27 and June 3 editions with an incorrect closing date.
 The closing date for this position should be July 29, 1992.

SETON HALL UNIVERSITY

Associate Dean of the Seminary School of Theology, Seton Hall University, South Orange, N.J. This position is that of the academic administrator who is the de facto chief academic officer of the School of Theology. The School of Theology is an integral element of Immaculate Conception Seminary. There is a necessity for a sensitivity to priestly and lay ministry formation. Exact faculty status and rank are negotiable. Terminal degree required. By September 1, 1992, please submit curriculum vitae and three letters to: Rev. William C. Harns, School of Theology, Seton Hall University, South Orange, New Jersey 07079.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world—

every week in The Chronicle.



VICE PRESIDENT FOR ACADEMIC AFFAIRS Centenary College Hackettstown, New Jersey

Centenary College invites applications for the position of Academic Vice President. As the chief academic officer, the VPAA reports directly to the President and oversees all academic and related programs at the College.

THE POSITION: Besides supervising the teaching faculty, the VPAA oversees the operations of the library, the Academic Skills Center and the Computer Center. He/she serves with other senior management on the President's Executive Staff. The Academic Vice President also serves regularly on important standing and ad hoc college committees and works closely with the Vice President for Enrollment Management.

THE COLLEGE: Centenary is celebrating its 125th year as the only baccalaureate institution in northern New Jersey. Serving a diverse population of ca. 1,000 full and part-time students, the College offers 20 majors in both the traditional liberal arts and career fields. The campus is located in the scenic foothills of the Pocono Mountains in a residential town that is 60 minutes from New York City and 90 minutes from Philadelphia. The College also owns and operates for its nationally famous Equine program a 68-acre equestrian facility.

QUALIFICATIONS:

- An earned Doctorate
- A record of both scholarly achievement and teaching success
- Proven ability to lead effectively, take the initiative, and produce results
- Capacity and enthusiasm to direct an academic program with both traditional and innovative components

PROCEDURE: The screening process will begin July 1. Applications will be accepted until the position is filled. Since the review process will be rigorous, candidates are encouraged to submit a full dossier with references to accompany their vitae. Candidates are particularly encouraged to submit one piece of supplementary material which demonstrates either their particular or additional qualifications for the position — e.g., a statement of academic philosophy, description of any additional skills of institutional importance (grant writing, strategic planning, etc.), a brief sample of publication, etc. Salary commensurate with ability and experience; excellent fringe benefits. Starting date negotiable.

Send all material to: Dr. John A. Shayner, Executive Assistant to the President, Centenary College, 401 Jefferson Street, Hackettstown, NJ 07840.

Affirmative Action/Equal Opportunity Employer

VICE PRESIDENT FOR ACADEMIC AFFAIRS


Sterling College invites applications and nominations for Vice President for Academic Affairs. The individual should bring innovative leadership and vision to the academic program as well as a proven track record of administrative success. Candidates should possess and show evidence of an enthusiastic Christian faith and a commitment to liberal arts education and quality teaching. Candidates should also enjoy the benefits of living in a rural Kansas community.

Sterling College is a progressive 105-year-old Presbyterian institution whose mission is to "develop creative and thoughtful leaders who understand a maturing Christian faith." Correspond with Dr. Roger Parrott, President, Sterling College, Sterling, Kansas 67579.

Equal Opportunity Employer

er duties include cell culture, RNA extraction, and electrophoresis, autoradiography, molecular cloning, PCR, and DNA sequencing. Ph.D. in Cell Biology or Cell Physiology required. As demonstrated through references and/or publications, applicant must also have ability to perform surgical surgery, dissect rodent organs with aid of a microscope and fabricate microinjection pipettes. \$25,000/year, 40 hours/week. All resumes must include Social Security number. Send curriculum vitae to Job Service, 10 West Main Street, Caryboro, North Carolina 27510 or your nearest Job Service office. Refer to Job Order #NC 310915, DOT code 090.227-030. If not a U.S. citizen, specify visa status.

Research/Biochemical Sciences: Research Associate. To study the role of growth factors in mouse preimplantation development. This involves collection and culture of mouse embryos, metabolic labeling with [³S]-methionine, analysis of gene expression by high-resolution two-dimensional gel electrophoresis, substrate gel assays (autoradiography), reverse transcription-polymerase chain reaction and "in situ" hybridization. Position requires a Ph.D. degree and at least 2 years of postdoctoral experience in cellular and molecular biology. Salary \$25,000/year, 33 hours/week. Submit resume or curriculum vitae to Job Order #4481779, The Philadelphia Jr. League, 444 North 2nd Street, 3rd Floor, Philadelphia, Pennsylvania 19123.



**Associate Vice Provost for
Information Systems & Computing,
University Services
UNIVERSITY OF PENNSYLVANIA**

Garsch
Assistant Vice President for
International Programs

P R O V O S T

Secondary Education Assistant professor, tracks track position with emphasis in English and arts and sciences. Doctorate and appropriate experience required (ABD considered). Teaching assistantships and research experience in secondary education and/or in English and arts and sciences preferred. Graduate course in secondary education and secondary English/language arts preferred. Salary commensurate with experience and qualifications. Send letter of application, resume, and three letters of reference to Office of Academic Affairs, Secondary Education Department, 1000 University of North Carolina at Charlotte, Charlotte, NC 28223. The College and the University of North Carolina are Equal Opportunity Institutions. Minorities are encouraged to apply.

**Vice Provost for University Outreach
& International Programs
Virginia Polytechnic Institute & State University**

Virginia Polytechnic Institute and State University (Virginia Tech) invites nominations and applications for the position of Vice Provost for University Outreach & International Programs. This is a new position intended to help the University meet its responsibilities to the Commonwealth in the areas of continuing education, public service, and international programs.

The Vice Provost for University Outreach & International Programs reports to the Senior Vice President & Provost and has responsibility for overseeing the University's varied international activities and designing and implementing a multifaceted outreach effort. In Continuing Education, this entails leadership and coordination of an expanding program, including the University's on-campus adult education center and the planned conference center to be built in Roanoke in conjunction with the City of Roanoke. In Public Service, this includes leadership and oversight of several public service institutes, centers, programs and forums focusing on issues in rural and economic development, assistance to local governments, and industrial technical assistance. In International Programs, this entails primary responsibility in the Provost's Office for advancing the University's international efforts, encompassing such areas as study abroad, international students, linkage agreements, international research and development, and the European Studies Center.

The Vice Provost will be expected to work closely with faculty and administrators across the campus, including the deans of nine colleges and others with academic program, extension, and international responsibilities in Blacksburg and at off-campus sites. The incumbent will also be expected to maintain strong working relationships with community and business leaders throughout the Commonwealth as well as international representatives of academic and community enterprises.

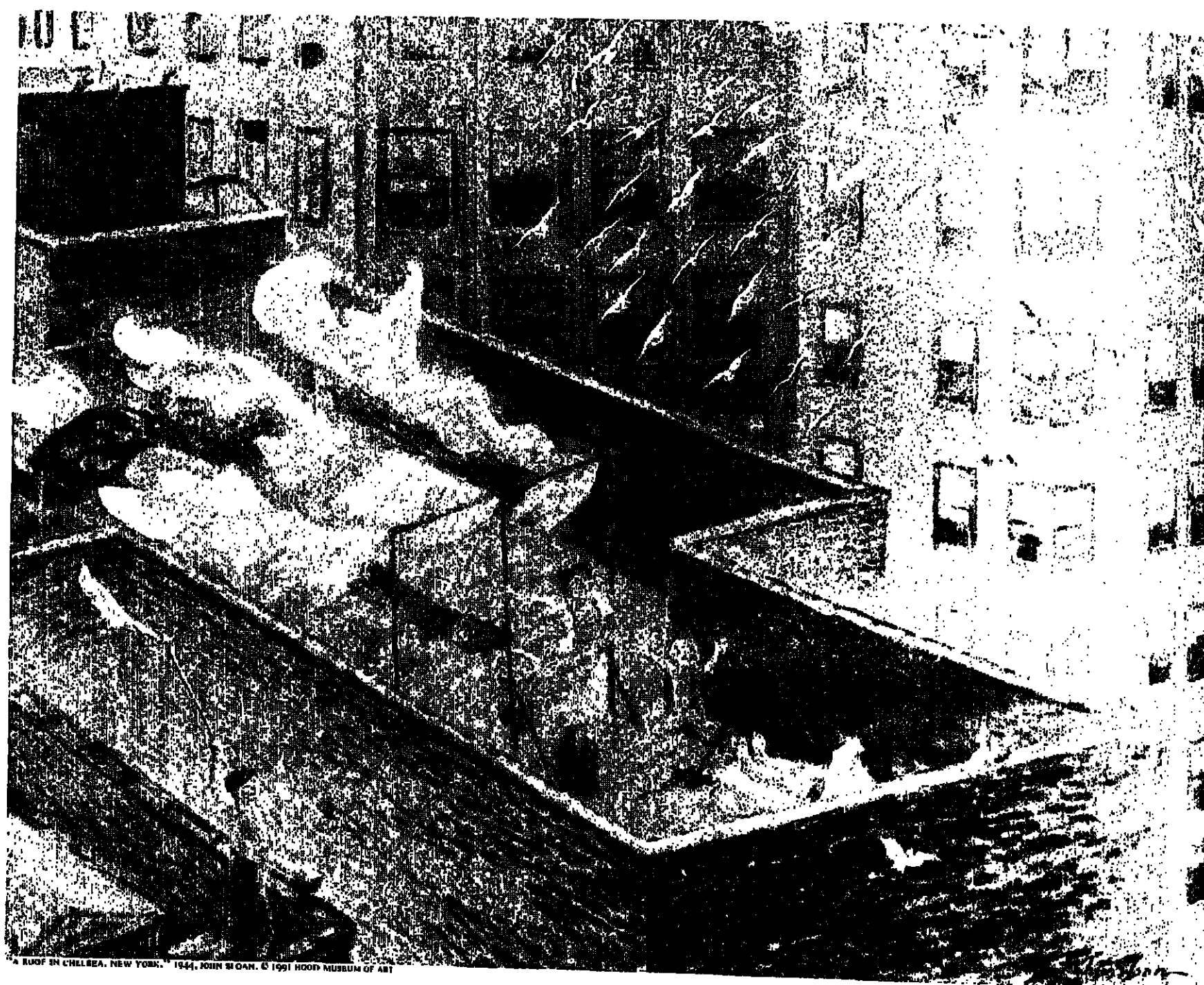
Virginia Tech is the senior land-grant university in the Commonwealth of Virginia. Located in Blacksburg between the Allegheny and Blue Ridge Mountains and 40 miles from Roanoke, the University enrolls approximately 19,000 undergraduates and 4,000 graduate and professional students in 76 undergraduate and 124 graduate degree programs administered by nine colleges. Annual research expenditures exceed \$120 million.

Preference will be given to candidates who have experience in continuing education, public service, and international programs and who have academic credentials consistent with a senior faculty appointment. Preference will also be given to candidates who have demonstrated interpersonal and administrative abilities as well as a good understanding of land-grant or research universities and their multiple missions of teaching, research and public service. The successful candidate will also have a record of commitment to equal opportunity and affirmative action.

Letters of application with an accompanying vita will be reviewed beginning June 15, 1992 and continue until the position is filled. Nominations are also invited. Communications should be addressed to:

Jerry H. Baker
Schweyler, Frye & Baker, Inc.
1100 Abernathy Road, N.E., Suite 1825, Atlanta, GA 30328
VPI&SU is an Equal Opportunity, Affirmative Action Employer
Applications from members of minority groups and women are encouraged

End Paper



Street Urchins and High Rollers: the Vitality of New York

A GREAT CHAMPION of urban imagery in this century was Robert Henri, who gathered about him a group of artists—many of them newspaper illustrators-turned painters—who came to be known as the "Ashcan School." Reacting against the rigid discipline of the academy and what they perceived as a prevailing atmosphere of imitative aestheticism, Henri and his admirers, including John Sloan, William Glackens, George Luks, Everett Shinn, and George Bellows, sought to capture the immediate vitality of their New York surroundings, from tenements and street urchins to night clubs and high rollers. Whether avowed Socialists, like Henri and Sloan, or merely sympathetic to progressive politics, these urban realists shocked both the art world and the public at large with what was considered revolutionary, or at best plebeian, subject matter, painted in a summary, sketch-like manner that recalled the styles of Hals, Velázquez, and Manet.

In retrospect, the urban imagery of the Ashcan School appears remarkably upbeat, especially when compared to

the work of the Social Realists in the 1920's and 1930's, or the turn-of-the-century documentary exposés of urban slums and factory life by photographers Jacob Riis and Lewis Hine. John Sloan and others occasionally created politically charged illustrations for the Socialist publication, *The Masses*, for which Sloan served as art editor from 1912 to 1916, but for the most part he and his colleagues sought to portray the lower classes in the most sympathetic and agreeable manner possible. Sloan's empathy for the poor was based on his belief that they were, despite their hardships, a happier and more admirable lot than the rich, whom he generally cast in an unflattering, satirical light.

"Picturing New York: Images of the City, 1890-1955," a selection of 82 paintings, prints, photographs, and drawings, including works by Alfred Stieglitz, Edward Hopper, and John Sloan, will be at the Hood Museum of Art at Dartmouth College through June 21.

The text above by Barbara J. MacAdam, curator for American art at the gallery, is excerpted from the exhibition brochure. © 1992 by the Trustees of Dartmouth College.

Government & Politics

more borrowers to default on student loans have been fueled by a research report from the Pennsylvania Higher Education Assistance Agency.

57% More Defaulters Than Expected

Jerry S. Davis, the author of the report and the agency's vice-president for research and policy analysis, examined defaulted loans handled by the agency from 1988 through 1991. He used the first three years to predict what defaults should be in 1991, and found that 57 per cent more people had defaulted than he had anticipated—at a cost of \$2-million.

"Because the number of actual defaulters was so much higher than the number expected, it is certain that the recession contributed mightily to increased defaults," Mr. Davis wrote in the report.

Officials at other guarantee agencies said they also had seen more defaults because of the recession. Daniel S. Cheever, Jr., president of the Massachusetts Higher Education Assistance Corporation, said the increase was primarily among students at trade schools and two-year colleges. "The problem is basically one of an economy that can't absorb people whose career choices are limited," he said.

Many Didn't Get High-Paying Jobs

A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators, said he was not sur-

A federal official acknowledged that many campuses had had shortages in their work-study programs. "The moneys are not going as far as they may have in previous years."

prised by the reports of recession-related defaults. While many new graduates are protected by a deferment that allows them to put off repaying their loans while they're unemployed, some employed people are having problems, he said.

"There are people out there feeling the crunch," Mr. Martin said. He said many borrowers had not landed the higher-paying jobs that they had hoped to get when they took out the loans, and that others had had their salaries reduced or their hours cut back.

An Education Department official said last week that he stood behind the department's prediction of \$3.4-billion in defaults this year because the estimate had included the recession as a factor. Larry Oxendine, director of policy and program development for student-aid programs, said the number of defaults so far this year had been consistent with the estimate. "I don't see any big bulges in defaults," he added.

New Congressional Limits Feared

Many student-aid officials hope the department was correct in its estimate. They fear that a rise in defaults above \$3.4-billion could cause Congress to place new limits on the loan programs that could hurt needy students.

If defaults exceed the estimate, Mr. Martin said, higher-education officials should make it clear to the news media and to lawmakers that the bad loans are recession-related. Lawmakers must realize that people "just can't pay," Mr. Martin said, and that the defaults are not the result of deadbeats "thumbing their noses" at the government.

NIH Chief Angers Advocates of Bill for Research on Women's Health



Rep. Patricia Schroeder criticized Ms. Healy's opposition to the bill's provisions: "We felt double-crossed."



The NIH's Bernadine P. Healy, wrote to the HHS Secretary: "I believe that the section on women's health is unnecessary."

By STEPHEN BURD

WASHINGTON The director of the National Institutes of Health angered some of her strongest supporters recently when she opposed provisions in a NIH reauthorization bill that aim to improve research on women's health.

"I think she has burned some bridges," said one Congressional aide. "I don't think this is being looked at as a trivial matter. The Congresswomen who support this bill were really surprised and disappointed, and some were really angry."

Since becoming director of the NIH a little more than a year ago, Bernadine P. Healy has been celebrated for her leadership in women's health. But just a week before a vote on the bill in the House of Representatives, she wrote a letter to Louis W. Sullivan, Secretary of Health and Human Services, that questioned the need for more legislation to promote research on women's health.

She wrote: "The highly intrusive language of the bill micromanages some of NIH's important research programs. I believe that the section on women's health is unnecessary."

Key Element in House Debate

Dr. Healy's opposition to the bill played a key role in the House debate. While much of the debate was on a provision that would end a ban on federal support for fetal-tissue research, many opponents of the bill cited Dr. Healy's letter to indicate that their opposition did not reflect a lack of concern for women.

In the end, the bill passed, 260 to 148, falling short of the two-thirds majority that would be needed to override a promised veto from President Bush. In the Senate, the bill passed by a veto-proof majority, 85 to 12, last week.

The bill would make permanent an Office of Research on Women's Health at the NIH, require the inclusion of women and members of minority groups in clinical research supported by the agency, and increase support for research on diseases like breast cancer, ovarian cancer, and osteoporosis.

Rep. Patricia Schroeder, a Colorado Democrat who is co-chair of the Congressional Caucus for Women's Issues, said: "We felt double-crossed. She has come for our help when [Michigan Democratic Rep.] Dingell has been on

her case; she has come to us for more funding, and we always did it; and she has told us how great all these women's-health goals are; and the next thing we know everyone was running around with this letter."

Ms. Schroeder added that the Congresswomen, angered because they had not been consulted before the letter became public, have refused an invitation to meet with Dr. Healy to discuss the matter.

Introduced Health Initiative

As NIH director, Dr. Healy has introduced the Women's Health Initiative, a 14-year, \$500-million longitudinal study on women's health that will look at cancer, cardiovascular disease, and osteoporosis in women. In addition, she has pushed for spending increases for research on diseases that strike women.

Johanna Schneider, a spokeswoman for Ms. Healy, said the NIH director was in agreement with "the spirit of the bill, and she agrees with all of the objectives. It's just the means they would use to achieve them that she objects to."

Proponents of the bill say that the provisions on women's health are necessary to insure that women's-health issues are taken seriously at the NIH. They acknowledge that the NIH has already established a women's-health office and is trying to include more women and members of minority groups in clinical trials. But, they say, an unfriendly Administration could always shut down the office or be lax about including those groups in drug trials if these provisions were not written into the law.

Opponents of the bill, including Dr. Healy, say that enforcing the provision to include more women and minority-group members in clinical trials would be too costly and intrusive in dictating to researchers how to conduct their studies.

Letter to Sullivan

They also criticized a requirement in the clinical-trial provision that says NIH officials cannot use potential costs as a reason to exempt a certain project from including women or members of minority groups. They also objected to a requirement that researchers conduct studies in such a way that they can tell whether the variables tested affect women or members of minority groups

differently from other research subjects.

In a separate letter to Dr. Sullivan, Dr. Healy said that checking for differences between ethnic groups and men and women would necessitate increasing the size of clinical trials 5 to 10 times. She wrote that the large expenses associated with increasing the trial sizes "would greatly hamper our ability to conduct clinical research."

Supporters of the women's-health provisions said Dr. Healy had overlooked certain clauses in the bill that would allow the NIH director to waive the requirement if she found it scientifically unnecessary to a particular project. The bill states that women and minority-group members would not have to be included as subjects in clinical trials if their inclusion was found "to be inappropriate with respect to the health of the subjects, inappropriate with respect to the purpose of the research, or is inappropriate under such other circumstances as the director of NIH may designate."

A Congressional aide said, "The bill contains immense flexibility by including very broad exceptions."

'A Little Suspicious'

Representative Schroeder said she could not understand why Dr. Healy should object to the provisions on clinical trials and to setting up the Women's Health Office, since NIH officials claim they are pursuing these goals. "If they are going to do this, why are they so upset then if we pass a bill saying we must do this? That makes me a little suspicious," she said.

Supporters of the legislation said that political pressure from an Administration opposed to the bill had forced Dr. Healy to take the stand she took.

Said Caroline Head, assistant director for the program and policy at the American Association of University Women: "She's in the executive branch as a federal appointee, so she's being put in a very difficult position. She has always been very supportive of needs of women's-health issues, but she is not free to go up against the President."

Added Rep. Louise Slaughter, a New York Democrat: "She has made it clear that when it comes to the health of women, her politics are more important to her."

Colleges Question Their Role in President's School-Reform Effort



PHIL STYVER FOR THE CHRONICLE

Continued From Page A19
ment. Many colleges have joined the local programs.

Over the last year, Administration officials have been pushing colleges to get involved in America 2000. "It's no longer sufficient for colleges and universities to bemoan the quality of student entering their doors while insisting the problem is someone else's," Ms. Reid-Wallace told the Association of Colleges and University Offices in January.

For their part, colleges say it is unfair for the Administration to criticize them when they have never been told exactly what their role is supposed to be. For example, they note that the original America 2000 document, which was introduced by President Bush in April 1991, all but ignored higher education.

"Universities really don't know how to participate," says John I. Goodlad, the director of the Center for Educational Renewal at the University of Washington. He attributes the confusion to America 2000's being a political, "Bush/Alexander/Department of Education venture" that is simultaneously a call for local action. The problem, he says, is that "the national movement and the grassroots movement don't connect."

Conflicting Sets of Rhetoric

James M. Cooper, dean of the Curry School of Education at the University of Virginia, says the confusion results from two conflicting sets of rhetoric. At the national level, America 2000 speaks in terms of a "crusade" to "unleash America's creative genius" to create new, "brenk the mold schools." But at the local level, he says, "the 15,000 school districts don't see that they have to scrap their systems."

Mr. Cooper adds that many universities

Henry Givens, Jr., president of Harris-Stowe State College: "The money is going to have to be thrown into teacher-education programs."

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are encouraging local schools to adopt revolutionary changes, but quite often school boards, principals, and parents "tend to be a bit conservative." The key to successful cooperation is for the universities to "figure out where the local schools are and how far they're ready to go."

He also suggests that while most people support the six goals, many colleges and universities may be shying away from America 2000 because they see it largely in partisan terms. "If you were to ask what American colleges and universities are doing to achieve the goals, then I think you

"Very little if any of the financing of higher education is dedicated to supporting elementary and secondary education."

ally every college and university could talk about efforts they're making."

College officials also say they are wary of involvement in America 2000 because the goals themselves are contradictory and flawed. "If you want high levels of understanding, you can't have endlessly broad learning goals, too," says Frank B. Murray, dean of the College of Education at the University of Delaware.

Mr. Murray is not alone in arguing that national tests, which are part of America 2000's strategy to measure how students are progressing toward the goals, may actually inhibit the sort of active thinking that educators hope to foster. "We want students to ask questions and be problem-solving-oriented," says Marilyn Guy, the chair of the education department at Concordia College-Moorhead. "The tests are paper-and-pencil knowledge-oriented."

Beyond confusion over the nature of the goals, there is uncertainty as to what constitutes an America 2000 program. Some educators suggest the Administration is

Government & Politics

trying to make the strategy appear more substantial than it is by repeatedly citing programs that were up and running before America 2000 started—without funds from it—as part of the effort. In fact, the Education Department issues a steady stream of press releases linking existing projects to America 2000.

William C. Kerby, for instance, is an economics professor at California State University at Sacramento and the director of a tutoring and counseling partnership between university students and two inner-city high schools in West Sacramento. His program is cited in an America 2000 newsletter as an important initiative toward achieving the education goals. But Mr. Kerby says he never thought he had any tie to America 2000. "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it," he says.

The Education Department does finance the program, but through its long-standing School, College, and University Partnerships Program, not America 2000. Mr. Kerby says the state was unable to offer any support and that efforts to solicit private gifts also failed. Secretary of Education Lamar Alexander has responded to such criticism by contending that America 2000 is a strategy rather than a "program," and that it encompasses all of the department's activities.

The department's Office of Educational Research and Improvement awarded \$7.7-million this year to the University of Georgia and the University of Maryland to jointly establish a National Reading Research Center. In an Education Department

"Whenever a revolution occurs, there are people who are reluctant to embrace the ideals and goals and objectives."

ment newsletter, the grant is described within the context of America 2000, but the program has existed—at the University of Illinois—for the past 15 years.

A number of educators also draw attention to what they consider another oversight of America 2000—teacher education. "There hasn't been any recognition of the need for teacher training," says Ms. Guy of Concordia College, who is also president of the American Association of Colleges for Teacher Education. She says more emphasis should be placed on continuing education to keep teachers and "our teacher-education force current and engaged with colleges and universities."

Money 'Certainly Is Important'

Henry Givens, Jr., president of Harris-Stowe State College, agrees that true reform of the nation's schools requires that teacher education be made "a top priority" and that America 2000 must play a financial role in that process.

"The money is going to have to be thrown into teacher-education programs" and, given the financial condition of the states, "the initiative is going to have to come from the federal government," Mr. Givens says. "I am not saying money is everything, but it certainly is important."

Leaders of historically black colleges, like Harris-Stowe, have been particularly adamant on the need for money to carry out education reform. At a February meeting of the President's Board of Advisers

on Historically Black Colleges and Universities, several members said it would be difficult or impossible for them to participate in America 2000 without new funds.

The problem is not restricted to black colleges. Mr. Cooper of the University of Virginia adds that incentives must be provided, either by the states or the federal government, or universities will not be able to dedicate any more resources to cooperative programs with local schools. Currently, he says, "very little if any of the financing of higher education is dedicated to supporting elementary and secondary education."

The one aspect of America 2000 that has attracted the most attention from colleges is the New American Schools Development Corporation, a private philanthropy created by the program to finance innovative schools.

The corporation has received 686 proposals for new schools, and 140 colleges and universities are partners in those projects. But the philanthropy expects to be able to offer a first year of financing to 30

proposals at most. And only about half of those will receive second-round grants to actually carry out the strategies they design. NASDC hopes that the other 656 proposals will seek support from local businesses and philanthropies as well as state and local governments. Officials there expect to announce the winning proposals within the next six weeks.

\$500-Million for New Schools

The second source of financing associated with America 2000—and the main financial commitment made by the Administration—is the proposal to spend about \$500-million to create 535 New American Schools, one in each Congressional district plus two more in each state. The proposal was voted down by the Senate earlier this year.

Many educators, including those who otherwise support America 2000, are skeptical about the proposed distribution of the 535 schools and the difference they can make. "It's a political way of calling attention to the issue," says Blenda J. Wilson, chancellor of the University of Michigan

at Dearborn and chair of the American Association for Higher Education. "I don't think it can be perceived as a solution."

Ms. Reid-Wallace takes exception to virtually every criticism made by the higher-education officials. She says there is no contradiction between a rhetoric of reform and a rhetoric of revolution because changes are based at the community level, where they are tailored to specific needs. She says that America 2000's focus on rigorous testing does not contradict the goal that students achieve the ability to think and understand.

She says it is "absurd" to argue that America 2000 is a partisan effort because it is based upon agreement on the value of the education goals and because the party in power "serves all the people."

Finally, she suggests that the reluctance of many university educators to join in America 2000 stems from a fear of change. "Whenever a revolution occurs, there are people who are reluctant to embrace the ideals and goals and objectives," she says.

Republican Lawyer Is Picked to Head White House Black-College Office

Continued From Page A19

was largely positive, although some black-college officials worried about Ms. Morrison's lack of experience with their institutions.

James E. Cheek, chairman of the advisory board and president emeritus of Howard University, said: "I am very enthusiastic about her selection. I think she brings to the position the kind of perspective that is needed and the kind of interest and commitment that will serve the cause very well."

When Mr. Goodwin was fired, black-college presidents worried that his dismissal was a sign that the Administration's commitment to black colleges was waning. But some black-college supporters say the appointment of Ms. Morrison is a sign that support of the colleges remains firm.

"I have not an iota of doubt that Attorney Morrison will be able to execute her responsibilities with high competence, skill, and political effectiveness," said Milton A. Bins, a member of the black-college advisory board and vice-president of Strategic planning for Wasatch Education Systems.

Mr. Bins was executive director of the black-college office for a short time in 1982.

"The presidents are primarily interested in competence and in whether you can deliver," he said.

'I Don't Expect Very Much'

But a black-college lobbyist said she wondered whether Ms. Morrison, because she lacked higher-education experience and was not widely known by black-college presidents, would be effective. "I don't expect very much," he said.

However, he conceded that many people who were initially apprehensive about Mr. Goodwin's leadership were satisfied by the end of his tenure that he had been a strong advocate. "Once he got grounded, he proved to be a very capable individual. So if the executive director has the schools' best interest at heart, and if the person is not just working for Dr. Reid-Wallace, it may work out."

Said Mr. Cheek, who met Ms. Morrison when she was with the Reagan Administration: "She has knowledge of our institutions and she has a concern about their welfare. Those things are as important as any kind of direct experience."

WASHINGTON ALMANAC

In Federal Agencies

Federal contracts. The Office of Management and Budget has proposed rules to monitor how educational institutions allocate federal funds that they receive by contract or subcontract. The proposal comes in response to investigations of some institutions suspected of misallocating federal funds. Comments must be received by August 3 (*Federal Register*, June 2, Pages 23,189-99).

New Bills in Congress

Copies of bills may be obtained from Representatives' offices (Washington 20515) or Senators' (Washington 20510).

HOUSE OF REPRESENTATIVES

Education budget. HR 5167 would cut the personnel budget of the Department of Education by 10 per cent for fiscal 1993 and 1994 and apply 90 per cent of the savings to local education agencies and the rest to reduce the federal budget deficit. By Representative Allen (R-Va.) and 16 others.

Morgan State University. HR 5300 would authorize the University Transportation Center at Morgan State University to receive federal funds appropriated to it without having to fulfill a matching requirement. By Representative Mfume (D-Md.).

Nursing schools. HR 5277 would authorize a program to grant funds to nursing schools to promote the nursing profession and recruit students. The bill would also provide assistance in tuition and loan repayments for nursing students. By Representative Ackerman (D-N.Y.).

Taxes. HR 5270 would, in part, amend tax law so that scholarship or fellowship income would be considered to come from the country where the recipient would study. The bill would also grant some standard tax exemptions to foreign students studying in the United States. By Representative Rostenkowski (D-Ill.).

Veterans' benefits. HR 5254 would establish a program to reimburse businesses for some of the costs related to hiring and training certain recently discharged, disabled veterans. By Representative Penny (D-Minn.) and 12 others.

Vocational training. HR 5288 would establish centers to provide information on job training and the job market. The bill would

SENATE

International exchange. S 2777 would establish an exchange program with the nations of the former Soviet Union to bring high-school, college, and graduate students as well as businessmen to the United States. By Senator Bradley (D-N.J.) and Senator Kerrey (D-Neb.).

Science education. S 2677 would amend the Higher Education Act to encourage more female and minority students to enter mathematics and science. The bill would authorize new programs for high-school and college students and for faculty members. By Senator Cranston (D-Cal.) and seven others.

Space research. S 2774 would establish within the National Aeronautics and Space Administration an Experimental Program to Stimulate Competitive Research. Like other EPSCoR programs, the new program would provide grants to states that do not receive many awards through merit review, so that the states could improve their research programs. By Senator Hollings (D-S.C.) and 15 others.

Taxes. S 2773 would extend for 18 months certain tax provisions, including the tax-exempt status of charitable gifts of appreciated property and benefits available for continuing education. By Senator Danforth (R-Mo.) and 11 others.

Teacher education. S 2714 would create a tax deduction for high-school mathematics and science teachers to return to college for further training, and for professionals in math and the sciences who decide to teach, for expenses incurred in certification programs. By Senator Sanford (D-N.C.).

Veterans' education benefits. S 2738 would, in part, make permanent two vocational-rehabilitation programs, one for seriously disabled veterans and one for certain veterans who receive pensions. By Senator Cranston (D-Cal.).

Vocational training. S 2742 would establish a non-profit organization to foster partnerships between businesses and high schools for vocational-education programs. By Senator Breaux (D-La.) and Senator Boren (D-Okla.).

Heated Exchange of Letters in Congress May Signal Nasty Battle to Come Over Supercollider

By KIM A. McDONALD

WASHINGTON
If the letters circulating through the House of Representatives are any indication, this year's battle over the Superconducting Supercollider may be the nastiest yet.

The fireworks began last month when Rep. Sherwood L. Boehlert, a New York Republican, sent out a handful of "Dear Colleague" letters to lawmakers ridiculing the \$8.25-billion project and its sponsors' claims that it was "on time and under budget."

"The next time someone tells you the ssc is on time and under budget ask them to prove it," Mr. Boehlert wrote in one letter. "The truth is they can't."

Mr. Boehlert's charge elicited a terse reply from two lawmakers representing the Dallas-Fort Worth area, where the subatomic-particle collider is being built.

'On Time and Under Budget'

In a letter entitled "ssc Opponents: Off Base and Selectively Under-Educated," Rep. Joe Barton, a Republican, and Rep. Pete Geren, a Democrat, say Mr. Boehlert's contention that a Congressional hearing had shown that the project was facing delays and cost overruns is not true.

"Much to the chagrin of opponents of the ssc, it is indeed 'on time and under

budget,'" the Texas Congressmen wrote. "After reading Mr. Boehlert's *Reader's Digest* condensed version of the hearing, we wondered if we all were in the same room."

That didn't stop Mr. Boehlert, who has continued to produce a steady stream of letters—averaging two to three a week—offering other reasons why lawmakers should kill the project.

In "Jaws 8.25: Revenge of the ssc," he says the project "threatens to swamp the Department of Energy's high-energy physics budget" and will eat into the annual support for national laboratories. A caricature of a shark, labeled ssc, is shown eating three cartoon drawings of fish, representing the Stanford Linear Accelerator Laboratory in Palo Alto, Cal.; the Brookhaven National Laboratory in Upton, N.Y.; and the Fermi National Accelerator Laboratory in Batavia, Ill.

In "The Numbers Change (But the rhetoric remains the same)," Mr. Boehlert reminds his colleagues that in 1987, when the supercollider was estimated at \$4.4-billion, Energy Department officials claimed it was "probably the best analyzed project" in terms of knowing "how much it's going to cost."

In "The ssc Lottery: Congratulations, Your State May Have Already Lost," Mr. Boehlert calculates the amount each state

will have to pay for the supercollider. (California comes in first, at \$1,058-billion.)

And in "The Albanians Are Coming," Mr. Boehlert ridicules an announcement last month by an Energy Department official that Albania may contribute \$30-million to the supercollider's construction.

"This contribution, combined with the firm ten million dollars from India, leaves the project just \$1.65 billion away from the goal of foreign participation," Mr. Boehlert wrote. "Another domino falls in the ssc foreign contribution juggernaut. First came India. Now Albania. What's next? Papua-New Guinea? Vanuatu? Burkina Faso?"

Supporters Are Not Amused

An aide to Mr. Boehlert said the humorous nature of the letters had attracted the attention of many lawmakers' legislative directors, some of whom have called with promises to oppose the project this year.

But many of the supercollider's supporters said they were not amused by what one called "the sarcastic tone" of the letters. "I think they are running short of substantive arguments," said Mr. Barton of Texas, adding that only one lawmaker who previously opposed the project had joined Mr. Boehlert. "In a way, it's a compliment to us."

Mr. Barton said he had no plans to be led

into a war of words over Mr. Boehlert's letters.

"I don't want to exhaust my stationery budget to respond to Sherry's every-other-day letters," he said. "That ties up my stuff and my time. If something really reeks, then we'll send out a response. But we'll have our day when we get to the floor, and I think we'll do real well."

Campaign to Continue

Mr. Boehlert's aide said additional letters would be sent out at the present rate until the House of Representatives takes up the measure providing fiscal 1993 appropriations for the supercollider. That bill, which has not yet been considered by the House Appropriations Committee, is expected to reach the House floor this month.

In anticipation of that action, 52 lawmakers, including Mr. Boehlert, recently sent a three-page letter to Rep. Tom Bevill, Democrat of Alabama and chairman of the House Appropriations subcommittee with jurisdiction over energy-research programs, asking him to end federal support for the project.

"Put simply," they wrote, "the costs of the ssc are too high and the benefits to Americans are too uncertain for the ssc to be a responsible recipient of America's limited research dollars."

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The Chronicle of Higher Education
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STATE NOTES

- North Carolina may tap student-loan fund for air-cargo facility
- Judge orders lower fees for alien students in Cal State system
- California voters endorse \$900-million bond plan for colleges

North Carolina may use a portion of a \$90-million student-loan fund to invest in an air-cargo facility.

The General Assembly this year gave State Treasurer Harlan E. Boyles permission to invest up to \$25-million from the fund in the state's Air Cargo Airport Authority. The authority is to use the money for land acquisition and other start-up expenses, and repay it with interest.

The fund is normally used to provide loans for state residents who attend University of North Carolina system institutions or community colleges.

"Since the authority is new, it would be difficult for them to find investors," Mr. Boyles said.

But some people have expressed concern about the arrangement. The parent of a high-school senior recently wrote a column in the *Greensboro News & Record* questioning the arrangement. "Students who want to further their education should have first priority to use the state scholarship fund, not a giant air-cargo facility," wrote Donna Ellis Wilkes.

The agreement was made with the proviso that if the air-cargo facility failed, the money borrowed from the fund would be repaid from the state's general fund, said Stan C. Broadway, executive director of the North Carolina State Education Assistance Authority. "As we view it, the General Assembly provided a safety net for us," he said. Jay M. Robinson, vice-chancellor of public affairs for UNC, said: "The only way we lose is if the state goes bankrupt."

—JOYE MERCER

A state judge has ruled that the California State University system must allow undocumented immigrant students to pay lower resident fees. Previous decisions by different courts require the University of California and the California Community Colleges system to charge the students non-resident fees, which are much higher.

There appears to be no immediate prospect of reconciling the contradictory fee policies. The 20-campus California State system has no plans to appeal the ruling, although a conservative organization said it might try to do so.

Two weeks ago, an Alameda County Superior Court judge, Ken M. Kawauchi, held that the equal-protection clause of the California Constitution prohibited the state university from charging non-resident fees to undocumented immigrant students who have met one-year residency requirements.

Non-resident students pay about \$8,300 a year, compared to about \$936 for resident students on the state university's campuses.

The university's Board of Trustees had asked the judge if his 1985 decision, which originally ordered

the lower fees, should remain, in light of conflicting decisions. Two years ago a Los Angeles Superior Court judge ordered undocumented immigrant students attending UC and the community colleges to pay non-resident fees. That ruling was upheld by a California Court of Appeal, and the state Supreme Court let it stand last year.

—JACK MCCURDY

By a slim margin, California voters last week approved \$900-million in general-obligation bonds for building and maintenance projects at the state's public colleges.

Final unofficial results showed that the \$900-million proposal had won with a 50.9-per-cent majority.

College officials said voter support of the bond measure was hurt by the effects of the recession on the California economy. "These are such difficult times that this is a real victory to be savored," said Warren Fox, executive director of the California Postsecondary Education Commission.

The bond measure will pay for new classrooms and laboratories, modernization of existing facilities, and improvements to meet earthquake-safety standards in buildings in the University of California, Cal-

ifornia State University, and the California Community Colleges systems.

The money will be divided equally among the three systems. Many campuses in the systems are now overcrowded. The systems together enroll about 1.9 million students and are expected to increase their enrollments by about 700,000 by 2005.

—J.Mc

Briefly noted

A bill to merge two Baltimore branches of the University of Maryland System into a single research institution died in the General Assembly. The measure failed after the president of the State Senate, Thomas V. Mike Miller, Jr., said he opposed the merger because the state did not have enough money to support another research institution when the existing one College Park was already struggling under state budget cuts.

A new Oklahoma law shifts authority for Oklahoma University from Oklahoma Agricultural and Mechanical Colleges to the University of Oklahoma. The change designed to reflect the changing mission of the institution, when fewer than 200 of the 6,000 students are now interested in agricultural degrees.

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91 Colleges May Be Required to Help Pay for Cleanup of 2 Hazardous-Waste Sites

Environmental Protection Agency tells institutions of their potential liability under Superfund law

By DEBRA E. BLUM

Ninety-one colleges and universities may be asked by the federal government to help pay for the cleanup of one or two hazardous-waste sites in Louisiana.

The institutions are among more than 500 groups identified by the U.S. Environmental Protection Agency as potentially responsible for waste disposed of at the Marco of Lota and Hillsdale Dump Sites in Louisiana.

The EPA is calling for the immediate removal of all the drums and containers of waste that have been improperly stored at the sites and present a threat of fire, explosion, release of toxic fumes, or contamination of ground water. The containers need to be separated according to the material they contain and, in some cases, repacked and disposed of elsewhere, the EPA has determined.

Initial Cost of \$3-Million

The immediate cleanup at both sites will cost approximately \$3-million, according to an EPA spokesman, who added that it was too early to tell whether further cleanup at either site will also be necessary. The

After abandoning a
founding capital campaign,
Wichita State University is
making changes in how it counts
the money it raises.

In December, the Wichita State University Endowment Association—the campus's fund-raising arm—shut down a nine-year, \$300-million drive. The drive had first been announced in 1987 as a five-year, \$100-million effort. By 1990, the drive looked so promising that Wichita State raised its goal and extended the campaign to 1996. But the effort hit rocky times. Professors charged that fund raisers were inflating campaign totals by counting certain deferred gifts, including bequests and trusts, that would come to the campus after the donor had died.

When professors wanted to know more about how the campaign was being run, the university's Endowment Association refused to release its records. The campaign lost even more momentum with the departure of two key fund raisers.

"We found it difficult to get even elementary questions answered about what they were doing," says A. J. Mandt, associate professor of philosophy.

After those developments, the campus took the unusual step of closing the books on the campaign.

"It was a big decision," says Elizabeth H. King, Wichita State's vice-president for university advancement since August. "But we weren't getting out of the campaign mode. We were just regrouping and changing directions."

The campaign raised a total of \$130-million in gifts and pledges. Deferred gifts accounted for 53 per cent, or \$68.9-million, of the total, while cash gifts and gifts-in-kind accounted for about 47 per cent, or \$61.1-million.

Now a new fund-raising team is planning another campaign, to be announced in a few years, and faculty members are helping with the plans. In addition, some types of deferred gifts will be counted differently.

Wichita State plans to follow guidelines for campaign accounting that were proposed by several fund-raising and business groups. The Council for Advancement and Support of Education released the standards (*The Chronicle*, November 27, 1991). Until then, no clear set of rules had existed for how campuses should count campaign gifts.

Under the new guidelines, for example, if a donor under 65 promises a gift to the university in his will, the university won't count the gift in its campaign. Wichita State officials applaud the guidelines for helping to clear up confusion. "It's absolutely critical that we begin to self-regulate our own profession," says Ms. King. "This document is the first step in that direction."



The EPA has identified two sites in Louisiana for cleanup under the Superfund law.

average cost of long-term cleanups directed by the EPA is \$26-million.

The colleges and universities received letters from the EPA in April, notifying them of their potential liability at the two sites and requesting information about the institutions' waste disposal.

Many of the institutions contacted the American Council on Education, which

since 1977 has been helping a group of 50 colleges settle EPA claims against them for the cleanup of a low-level radioactive waste-disposal site in Kentucky. Paul G. Wallach, a lawyer for the colleges in that case, said that several utility companies, which were the major generators of waste at the site, had begun to clean the area and that the cost might be as much as \$40-million. Depending on the quantity of waste that a college sent to the site, he said, it could pay as little as \$7,000 or as much as \$425,000.

Many Did Not Know

Mr. Wallach represents more than 20 of the higher-education institutions involved with the Louisiana sites. He said it was impossible to tell now how much of the cleanup bill the universities might have to assume.

Most of the universities did not even know that their waste was being sent to Louisiana, Mr. Wallach pointed out. In many cases, he said, the institutions have records indicating they sent their waste to other dump sites. They are now finding out, he said, that their waste might have

Continued on Following Page

Millionaires Gave Less of Their Earnings to Charity in the 1980's

By JULIE L. NICKLIN

The nation's wealthiest people gave less of their earnings to charity in the 1980's, a study has found. But charities didn't feel the impact, because the number of wealthy givers actually increased.

The findings are expected to fuel debates among fund raisers over whether the wealthy are giving as much as they can and whether tax-law changes in the 1980's slowed donations.

A report of the study, conducted by the Treasury Department, says that in 1979, people who earned at least \$1-million gave more than 7 per cent of their income after taxes to charity. By 1990, their giving had dropped to less than 4 per cent. (Figures in the report were calculated in constant 1991 dollars.)

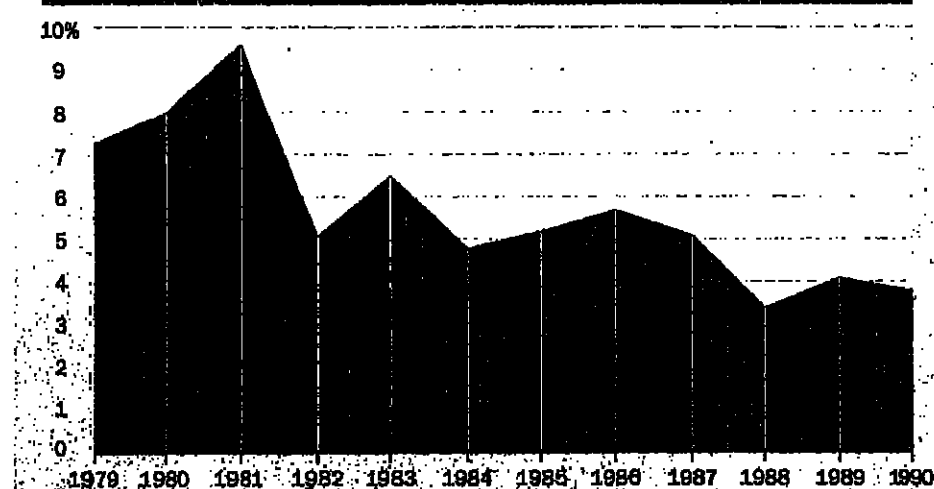
Yet during the same period, total donations by millionaires increased from \$2.5-billion to \$4.1-billion, the report says, because the number of individuals in that tax bracket grew. The findings also show that the tax-law changes had less effect on giving than had been predicted.

Impact of Tax-Law Reforms Studied

The report, "The Effects of Tax Reform on Charitable Donations," was written by Gerald E. Aulen, James M. Cilke, and William C. Randolph, economists in the Treasury Department's Office of Tax Analysis. The report will appear in the September issue of *National Tax Journal*.

The study examines charitable giving over the past decade to determine the impact of tax-law reforms in 1981, 1984, and 1986. Many policy makers and fund raisers

Average Proportion of After-Tax Income Donated by Millionaires



Notes: Figures adjusted to 1991 dollars.

SOURCE: Office of Tax Analysis, U.S. Department of the Treasury.

CHRONICLE CHART BY HOLLY HANSEN

had feared that the changes—which made it more costly to give—would cause donations to drop considerably. Treasury officials say that giving accelerated the year before each change went into effect as donors tried to get the maximum deduction. And a drop occurred in the year after each change.

In a similar study, Gabriel and Shirley Rudney looked at charitable giving by the wealthy and also concluded that average giving had declined in the 1980's. But the authors say that the generosity of the wealthy is split between two groups—"the relatively few who give a lot and the many

who are not generous at all." Mr. Rudney is a retired U.S. Treasury official who has been an economist at Yale University and the Brookings Institution. Ms. Rudney is a writer.

Average Fell to \$83,929

A report of their study, "Generosity of the Wealthy: Facts and Speculations," says that average annual charitable giving by millionaires dropped 60 per cent from 1980 to 1989, from \$207,089 to \$83,929. Yet total charitable contributions by millionaires increased more than five times during

Continued on Following Page

Millionaires Gave Less of Earnings to Charity in 1980's, Study Finds

Continued From Preceding Page
the same period, rising to \$5-billion from \$900-million.

The report suggests that the increase in total contributions can be attributed to the increase in the number of millionaires from 1979 to 1990.

According to the report, the number of taxpayers reporting income of more than \$1-million grew to 60,000 from 4,300 over the decade, a 14-fold increase.

No Background of Giving

The Rudnys' report will be published in a forthcoming *Giving USA Update*, a newsletter of the American Association of Fund-Raising Counsel Trust for Philanthropy in New York.

Some college fund raisers say

the findings of the reports confirm their observations about wealthy donors. A development officer at the Massachusetts Institute of Technology says that many older, wealthy alumni don't give as much as they could, and that many young alumni with new-found wealth don't have a background of giving. So MIT hopes to keep fund-raising totals up by aggressively going after the growing number of young, wealthy alumni.

"They're relatively young in their accumulation of wealth," says George Ramon, MIT's director of major gifts. "But there's a lot of them."

Other college development officers say they have noticed a change in giving, prompted mostly by the tax-law changes. But they

add that giving has not been affected in the long run. "The changes had an effect, but not a telling effect," says Roger F. Olson, senior vice-president for university relations at the University of Southern California.

Some college fund raisers point to record-breaking gifts and successful capital campaigns to show that giving hasn't been hurt by the changes. A survey by the Council for Aid to Education indicates that private giving to colleges and universities continued to increase in 1991, rising 4 per cent to \$10.2-billion.

Stocks, Jobs, and Taxes

Frederick C. Nahm, senior vice-president for planning and development at University of Pennsylvania, says the only times he has seen reluctance among donors to give is when the stock market is weak, when jobs are shaky in the recession, and when tax-law changes leave people unsure of a deduction.

"It's not the donor saying, 'I don't want to give,'" Mr. Nahm says. "It's the uncertainty of not knowing what they can give."

Copies of "The Effects of Tax Reform on Charitable Donations" are available free from the Information Resource Center, Office of Tax Analysis, U.S. Treasury Department, 1500 Pennsylvania Avenue N.W., Room 4040, Washington 20220; (202) 622-1312.

Copies of the report by the Rudnys are available for \$10 each from AAFRC Trust for Philanthropy, 25 West 43rd Street, Suite 820, New York 10036; (212) 354-5799. ■

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91 Colleges May Be Required to Help Pay for Cleanup of 2 Waste Sites

Continued From Preceding Page
been transported from those sites to the Louisiana sites.

Loyola University of Chicago, for example, has been designated a "potentially responsible party" in the Marco of Iowa case. In response to the EPA's request for information, Loyola sent the agency documents indicating that it had been sending its hazardous waste to a site in Illinois, said Margaret H. Schubert, the university's assistant general counsel.

"As far as we know it was properly disposed of at a properly controlled, non-polluting site in-state," said Ms. Schubert. "But if it somehow ended up in Louisiana, under the environmental laws we would be responsible, and we would pay our proportional allocation of costs."

'Minuscule' Liability Seen

Elizabeth Bressi-Stoppe, assistant to the president at the Philadelphia College of Pharmacy and Science, said her college was also on the EPA's list in the Marco of Iowa case. The agency asked for information about the college's shipment of hazardous waste to a site in Illinois in 1989, Ms. Bressi-Stoppe said. Apparently, she said, material from there had been sent to Louisiana.

"We only sent three four-pound drums of chemicals to the site they are asking about," Ms. Bressi-Stoppe said. "Our contracted dis-

posal group told us that at least two of the drums were incinerated. If we have anything down there, it's one small drum. If any liability is determined it will be minuscule."

5 Involved With Both Sites
EPA's cleanup action is being taken under the federal Comprehensive Environmental Response, Compensation, and Liability Act of 1980, better known as the Superfund law.

Under the law, the EPA can designate toxic-waste sites for short- or long-term cleanup, identify "potentially responsible parties," and sue them for cleanup costs if necessary. Since 1980, 1,275 sites have been put on the long-term cleanup list; more than 2,000 on the short-term list.

Colleges and universities have helped pay for Superfund cleanups before, although their share of the costs has usually been minimal. In most cases, not more than two or three institutions are cited among the hundreds of potentially responsible parties.

Eighty-three colleges and universities are potentially responsible parties in the Marco of Iowa case; three have been named in the Hillsdale case; five others are involved with both sites.

Universities generate hazardous wastes in their research laboratories, buildings-and-grounds departments, and other campus operations.

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Students

Students Show Growing Interest in Agriculture, but Careers Other Than Farming Are the Lure



Erin Shaw graduated from the U. of Illinois with a degree in food-science engineering. "Most people don't understand that you can be in the College of Agriculture and not go into farming."

Trade and the environment attract many to a discipline now seen as an applied science.

By SUSAN DODGE

URBANA, ILL.

Drawn by their interest in subjects such as environmental studies, genetic engineering, and international trade, an increasing number of students are choosing majors in schools of agriculture.

"There's a big shift in agriculture schools," says James Wilde, a professor of genetics and biochemistry at Texas A&M University. "With genetics, biotechnology, environmental studies, and agribusiness, agriculture is becoming an applied science."

Here at the University of Illinois, for instance, the College of Agriculture used to attract many students who grew up in rural communities or on family farms and wanted to become farmers themselves. Today, however, students are more likely to come from cities and suburbs than from rural areas, and most of them have no intention of riding tractors, planting corn, or harvesting wheat after they graduate.

Growing Debt

Enrollments in schools of agriculture peaked in the late 1970's. At the same time, however, many working farmers faced growing debt and surpluses of their products in American markets. Barriers to the Soviet Union, such as an embargo on shipments, slowed sales of their goods abroad.

In the decade that followed, undergraduate enrollments in agriculture programs



James Wilde, a professor of genetics at Texas A&M: "With genetics, biotechnology, environmental studies, and agribusiness, agriculture is becoming applied science."

plummeted. At the University of Illinois they peaked in 1977, at 1,816. By 1989 they had dropped to 1,174 students—a decrease of 35 per cent.

Although enrollments in schools of agriculture have not yet reached the levels of the late 1970's, the number of students with agriculture majors has begun to rise.

By 1991, enrollment at Illinois was up slightly, to 1,293 students—an increase of 10 per cent over a two-year period. Administrators expect an increase of about 8 per cent in the fall of 1992.

Most of the recent growth at Illinois and at other institutions has been in majors linked with high technology, such as agri-

cultural and food engineering, biotechnology, agribusiness, and environmental science.

"The shift in agriculture has dictated that it's better for students to go into the growing supporting areas—like ag business, the packaging industry, and engineering—than into production," says William L. George, associate dean of academic programs at the Illinois College of Agriculture.

Range of Subjects

Enrollment also appears to be on the upswing in several other U.S. agriculture programs:

■ At Purdue University, enrollment in the School of Agriculture increased from 1,655 in 1987 to 1,969 last fall. Students are studying a range of science and engineering subjects related to agriculture, including landscape architecture, biotechnology, and food-process engineering. Administrators expect another increase, of about 100 students, in the fall.

■ At Tennessee State University, the number of students enrolling in agriculture majors increased by about 5 per cent from 1986 to 1991. Administrators expect another slight increase this fall. Tennessee State officials say the enrollment increases generally are in majors related to business or science.

■ At Texas A&M, enrollment in the College of Agriculture and Life Sciences—which includes majors in biochemistry, genetics, and agricultural economics—rose from about 3,200 in 1987 to about 3,700 in 1991. Applications are up 26 per cent over last year for the fall of 1992, and the college

Continued on Following Page

Interest Grows in Agriculture, but Farming Is Not the Attraction

Continued From Preceding Page
has already had to turn away about 1,880 applicants because of space limitations.

At the University of California at Davis, the number of students enrolling in the College of Agricultural and Environmental Sciences grew from about 4,300 in 1981 to about 5,000 in 1991. Most of the enrollment growth has been in agriculture majors tied to business and the environment.

Some job-placement officials in schools of agriculture say that despite all the areas in which agriculture majors can work, it is still difficult for students to escape the farming stereotype associated with the major. "When people hear 'ag major' they expect you to have manure on your boots and a big chunk of chew in your mouth," says Joe Townsend, associate dean for student development at Texas A&M.

Students majoring in agricultural areas say they often find themselves explaining to their friends that they do not want to be farmers. "It's called, 'Let's play defending your major,'" says Erin Shaw, who graduated last month from the University of Illinois with a degree in food-science engineering. "Most people still don't understand that you can be in the College of Agriculture and not go into farming." She will begin work on her master's degree in food-science engineering at Illinois in the fall.

Shortages of Graduates Seen

Despite the growing interest in agriculture majors, the U.S. Department of Agriculture predicts that, through the mid-1990's, there will be an annual shortage of about 11 per cent in the number of qualified graduates available to fill jobs in the food, agricultural, and natural-resource industries.

Allan D. Goecker, assistant dean for academic programs at Purdue's School of Agriculture, says that demand is strong for students majoring in turf science, for example, because the students are trained in how to maintain grass crops and soil at popular areas like golf

courses, recreational facilities, and parks. Advances in medical science have led to an increase in demand for students studying biochemistry and biotechnology, he says.

Shu Geng, a professor of agronomy at UC Davis, says that demand

**"All you have to do
is look at all the
new products on the
supermarket shelves.
You just didn't see
that five years ago."**

is also high for students in agricultural economics and marketing because of the growth in sophisticated, corporate farms in the United States. Students say they decided to specialize in agriculture majors to give them an edge in the job market.

Louise Disque, a recent graduate of Purdue University who majored in food-business management, is working as a marketing representative for Universal Flavors, an Indianapolis company that manufactures flavoring for carbonated and non-carbonated beverages. She says part of the reason she decided to go into the food industry was the growth in the food business and her interest in food science and agricultural economics.

"The industry is just exploding right now," she says. "All you have to do is look at all the new products on the supermarket shelves. You just didn't see that five years ago."

Tight Job Market

Although many students majoring in finance are finding a tight job market in the banking industry, Scott Ridgway, a May graduate of Texas A&M who studied agricultural economics, is working as a credit analyst with First City Bank in College Station, Texas.

"I think my agricultural background and my financial courses allowed me to bring something extra to the company," he says. In his job, Mr. Ridgway will review loans made to farmers, agricultural companies, and real-estate businesses.

Interest in the Environment

Other students say they were attracted to agriculture majors because of their interest in environmental issues. Erin Sizemore, a recent graduate of Texas A&M, says her interest in the environment led her to major in forestry.

"I was a math major, but then I took Forestry 101 and just loved it, so I changed my major when I was a sophomore," Ms. Sizemore says. "It's great because you're not confined to an office—you can work inside and outside—and you're around nature."

Ms. Sizemore will begin working July 1 for Blume Tree Services in Houston, clearing trees and brush from power lines. She will also be in a management-training program that will allow her to move into management within a few years.

Some administrators warn, however, that the boom in students' majoring in environmental areas could lead to a surplus of graduates in a few years.

"If they can't solve problems dealing with air quality, water quality, and pesticides, I fear we're going to see a lot of students who will struggle to find the kinds of professional opportunities they would like because of a glut of environmental experts flooding into the market," Purdue's Mr. Goecker says.

Probability That Students Will Drink to Become Intoxicated Found to Rise

By MARY CRYSTAL CAGE
Massachusetts college students who consume alcoholic beverages are more likely "to drink to get drunk" and become intoxicated more often than their counterparts in 1977.

That finding was reported in the *Journal of the American Medical Association* last week. Henry Wechsler, a lecturer on social psychology at the Harvard University School of Public Health, compared the results of his 1977 study of students at 34 New England colleges with the results of a 1989 survey of freshmen at 14 four-year institutions in Massachusetts.

Mr. Wechsler and Nancy Isaac, a research associate in health policy at Harvard, reported that:

■ In 1977, 20 per cent of the male students said they drank to become intoxicated. Twelve years later, the proportion of the men who drank to get drunk had doubled.

■ About 10 per cent of the female students said in 1977 that they drank to get drunk. Twelve years later, that proportion had tripled.

■ In 1977, 25 per cent of the male students said they had been drunk at least three times in a month. Twelve years later that proportion increased to 41 per cent.

■ The proportion of the women who said they had been drunk at least three times in a month rose from 14 per cent in 1977 to 37 per cent in 1989.

Although the study focused on

Massachusetts college students, William Modzeleski, director of drug planning and outreach programs at the U.S. Department of Education, said the findings were similar to those in other recent studies. "All you have to do is speak to any student on any college campus anywhere in the U.S., and they will tell you there are intolerably high rates of drug and alcohol use," he said.

Mr. Wechsler said that students "binge" because "they think it is important. They think it's an appropriate activity in a social setting."

Experimental Use at Age 11

But he could not explain the increase in alcohol drinking by students. "You can't just blame the problem on college," he said. "It arises a long time before college."

Carole Middlebrooks, coordinator for alcohol and drug education at the University of Georgia, offered a possible explanation. She said that the average age for experimental use of alcohol was 11 or 12 years old. Some of those youngsters continue to drink. By the time they are in high school, they are drinking every weekend. And by the time they are in college, their tolerance level for alcohol is high.

"Their tolerance level is a key issue," she said. "The higher you push your tolerance level, the closer you push yourself to addiction."

Students

Side-Lines

The athletics department at the University of Massachusetts at Amherst is under scrutiny for the way it has spent state money.

The Post Audit and Oversight Committee of the Massachusetts House of Representatives has subpoenaed financial records from the university as part of a fact-finding inquiry, a spokesman for the panel said last week.

He said the committee had been contacted by people who provided it with documents suggesting that the sports program might have misspent state funds.

Reporters at the *Sunday Republican* of Springfield, Mass., which received copies of some state documents, published a report last month about what the paper called "lavish spending" over the last two years by sports officials at the university.

The newspaper said athletics administrators had taken dozens of trips to resorts and conferences at a time when the university was dropping teams and slashing its spending on sports and other programs. Since last year, the university has eliminated men's and women's tennis, men's and women's golf, women's volleyball, women's lacrosse, and wrestling.

University officials denied any wrongdoing and said the trips were necessary to run the sports program. One meeting identified by the newspaper was a three-day meeting of the Yankee Conference at the RCI National Resort in Florida in June 1991; another was a three-day meeting at Hilton Head, S.C.

Advocates for women at the University of Michigan are angry that President James J. Duderstadt attended a booster group's men-only honors banquet for athletes last week.

In a speech at the dinner, Mr. Duderstadt urged the Bob Ufer Quarterback Club, the sponsor, to change its "insensitive" policy and admit women. Even the mothers of the male athletes who were honored were barred from the banquet.

Jean Ledwith King, a local lawyer who has three degrees from the university, had written the president asking him not to attend the dinner and to stop using university facilities to stage stag events.

"He calls this booster group insensitive, but the height of insensitivity is for the president to go and address them," said Ms. King. "The effective way to deal with something like this is not to show up."

Ms. King said she planned to file a federal sex-discrimination complaint against the university.

The Black Coaches' Association has selected its first female president.

Marian Washington, women's basketball coach at the University of Kansas, was chosen to head the coaches' association, a 3,000-member advocacy group for black coaches at colleges and high schools.

Athletics

College Football Association Won't Push for a Quick Reversal of NCAA Reforms

Athletics directors say time is not right for changes

By DOUGLAS LEDERMAN

DALLAS

Football coaches are frustrated by their declining control over the sport. But athletics directors at universities in the College Football Association, while they sympathize with the coaches' plight, say that now is not the right time to try to reverse scholarship cuts or to seek a fifth year of eligibility for players.

At their annual meeting here last month, the CFA's 67 members voted not to propose legislation at next January's National Collegiate Athletic Association convention that would let athletes compete on sports teams for five years, instead of the current four. While the group's members voted in favor of setting the limit on football scholarships at 90, instead of 85 as it will be by 1994, top CFA officials said they doubted that such a plan would win the endorsement of the presidents' commission of the NCAA, which firmly controls the association's decision-making process.

Robert W. Lawless, president of Texas



Clemson's Ken Hatfield, head of the CFA's coaches' committee: "How far can you continue to cut without damaging the game seriously?"

Tech University and outgoing chairman of the CFA board, said of the scholarship plan: "If the presidents' commission is not willing to sponsor it, it won't be on the floor."

"We're really talking about what's best strategy-wise," said Homer Rice, athletics director at Georgia Institute of Technology, in explaining the CFA's reluctance to sponsor the 90-scholarship proposal without support from the presidents. "A lot of us support 90. We just don't think this is the right time to bring it up."

'It's Cut, Cut, Cut'

Mr. Rice and Mr. Lawless said they believed the presidents' commission had shown an increased willingness in recent months to listen to the opinions of the sports officials who deal with the issues every day.

That didn't placate the coaches. "Every time we come to a meeting like this it's cut, cut, cut," said Don Nehlen, head football coach at West Virginia University, who warned that the quality of the game was at stake. "We keep getting told there's nothing we can do, and we're just going to slide down the hill. Well, something has to be done."

Continued on Page A31

State Law May Limit Number of Players on Nebraska Football Team

By DEBRA E. BLUM

Officials at the University of Nebraska at Lincoln say a state law that took effect this month may limit the number of players on the university's football team.

The law, approved by the legislature last year, says that as of June 1, no public college or university in the state may require an athlete to forgo need-based aid to remain eligible to play intercollegiate sports.

Nebraska officials say the law conflicts with a National Collegiate Athletic Association rule for Division I institutions that limits the number of scholarship athletes in certain sports.

State Sen. Ernie W. Chambers, sponsor of the measure, said the NCAA rules treat non-scholarship athletes—those who are recruited but not given athletics grants—unfairly.

"My bill doesn't do anything but help the athlete, especially the non-scholarship athlete who has financial needs that are being ignored," he said.

150 on Roster

Nebraska-Lincoln, the only Division I public institution in the state, is prohibited by the NCAA from having more than 92 scholarship players on its football team next fall. Any recruited athlete who receives need-based aid or certain types of grants is counted as a scholarship athlete.

Each year, Nebraska carries as many as 150 players on its roster. In the past, to comply with the NCAA scholarship limit, the university, like other institutions around the country, required its non-scholarship athletes to decline other financial aid or to allow themselves to be redshirted—taken out of competition but allowed

to practice with the team for one year. The university has asked any non-scholarship athlete who didn't accept one of those options to leave the team.

Officials at Nebraska say the new state law prohibits them from asking athletes to decline aid to remain on the team.

"We are in the position where we have to choose between complying with state law and complying with the NCAA," said Al Papik, assistant athletics director and the compliance officer for the athletics department. "One of the options is to allow all student-athletes to accept other aid, engage them in competition, and then self-report to the NCAA and see what action it might take against us for violating the limit rules."

16 Upperclassmen

An NCAA spokesman said it was too early to say what if any penalties the association might impose for such a violation.

Next year's football squad at Nebraska, Mr. Papik said, is expected to include 24 athletes who say they have already been awarded need-based financial aid. Sixteen of those athletes, he says, will be upperclassmen, most of whom have already redshirted for one year and would not be eligible to play.

"My bill doesn't do anything but help the athlete, especially the non-scholarship athlete who has financial needs that are being ignored."

ble to do so again. The other eight will be freshmen.

"We're looking at a minimum so far of 24 student-athletes who may be gravely affected by the new law," Mr. Papik said.

He noted, however, that football might be the only Nebraska sport affected by the new financial-aid law because other programs do not carry more athletes on their rosters than allowed by the NCAA. Men's basketball at the university, for example, had only 15 players on its team this year—the same number of players as were eligible to receive athletic scholarships, according to NCAA rules.

The new state law also requires that public colleges and universities uncup the amount of outside grant money a scholarship athlete is allowed to receive. The NCAA has put a limit on that aid.

Reductions in Amount of Aid

According to Mr. Papik, however, Nebraska does not now limit the amount of outside grants scholarship athletes may receive.

So that athletes may receive the full amount of grant money to which they are entitled without exceeding NCAA aid limits, he said, Nebraska reduces the amount of institutional aid given to athletes.

For instance, NCAA rules permit an athlete to receive a Pell Grant, as long as the total value of his or her financial aid does not exceed the total value of the athletic scholarship plus \$1,700. If a Nebraska athlete qualifies for the full \$2,400 available from a Pell Grant, the university awards the athlete \$700 less in institutional aid.

The practice is common among other Division I institutions.

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Mathematics Program for Schools Advances

By CHRISTOPHER SHEA

WASHINGTON

The College Board has issued the first update on its pilot program to eliminate tracking in middle- and secondary-school mathematics courses and to increase the number of students, especially minority students, with the skills to succeed in college.

A version of the program, called Equity 2000, was instituted in the 1990-91 school year at a Fort Worth school district. The College Board reported last week that enrollments in algebra courses in the Fort Worth district had risen 36 per cent from fall 1990 to fall 1991: from 3,101 to 4,211.

The most dramatic increase was by Hispanic males, whose enrollment in algebra courses rose by 75 per cent. In the fall of 1990, 342 Hispanic males in the eighth and ninth grades took algebra; in the

fall of 1991, that number climbed to 597.

■ Enrollments by Hispanic females increased 43 per cent: from 389 in fall 1990 to 556 in fall 1991.

■ Enrollments by black females increased 41 per cent: from 543 in fall 1990 to 765 in fall 1991. Enrollments by black males increased 33 per cent: from 495 in fall 1990 to 659 in fall 1991.

■ Enrollments by white females increased 20 per cent: from 616 in fall 1990 to 741 in fall 1991. Enrollments of white males increased 18 per cent: from 615 in fall 1990 to 728 in fall 1991.

The College Board started Equity 2000 programs in five more cities last year. In addition, it has received a \$4.2-million, three-year grant from the National Science Foundation to support teacher training related to Equity 2000 program.

26 Institutions Under NCAA Sanctions

A symbol (■) indicates action taken since this list was last published in The Chronicle (February 12).

ADELPHI U.

Violations: Improper certification of eligibility of a male basketball player; cash payments to athletes; unethical conduct by a former coach; lack of institutional control.

Penalties: No postseason competition in 1989-90; limits on new scholarships; probation from July 1989 to July 1992.

AUBURN U.

Violations: Improper recruiting by coaches in men's basketball; improper loans by coaches to men's tennis players; unethical conduct by an assistant basketball coach and a former head men's tennis coach.

Penalties: In basketball, NCAA barred the team from postseason play in 1991-92, restricted coaches' recruiting efforts in 1992, and cut expense-paid visits in basketball to 7 from 15 in 1992, among other things; the university froze an assistant coach's salary until July 1992, reassigned him out of coaching, and declined to replace him; reprimanded two other coaches; and cut its scholarships to 12 from 15 this year. In tennis, NCAA adopted penalties imposed by Auburn and the Southeastern Conference; forced the resignation of the head tennis coach and declined to renew an assistant coach's contract; cut scholarships to four from five in 1990-91 and 1991-92, barred the team from postseason play in 1990-91, and forfeited all wins from January 1988 through May 1990. Probation from November 1991 to November 1993.

FLORIDA A&M U.

Violations: Improper benefits to women's tennis players; improper recruiting; unethical conduct by former head women's tennis coach.

Penalties: No postseason play in 1990-91; no new scholarships until August 2, 1992; probation from June 1990 to June 1992.

HAMPTON U.

Violations: Allowing two academically ineligible football players to compete on the team; lack of institutional control.

Penalties: Public reprimand and ban from postseason play after the 1991 football season; forfeiture of all football victories in 1988 and 1987 seasons; probation from February 1991 to February 1993.

HOWARD U.

Violations: Ineligible football players permitted to play; excessive financial aid given to athletes; lack of institutional control.

Penalties: No postseason football competition in 1992-93; football scholarships cut to 41 from 63 each year through 1993-94; expense-paid campus visits cut to 60 from 70 in 1992-93; former football coach barred from coaching in postseason competition at his new institution, South Carolina State College, in 1992-93; probation from December 1991 to December 1993.

KANSAS STATE U.

Violations: Excessive pay to a football player for minimal work; unethical conduct by the former coach.

Penalties: No postseason competition in 1989-90; no basketball play in 1990-91; scholarships cut to 21 from 25 in 1990-91; probation from August 1989 to August 1992.

MAINE U.

Violations: Academic fraud; unethical conduct by the former coach.

Penalties: Men's basketball team forced to forfeit eight victories from 1988-89 season; probation from January 1991 to January 1993.

NORTHWESTERN STATE U. (LA.)

Violations: Cash given to men's basketball recruits by coaches; students took standardized admissions tests in place of basketball recruits; lack of institutional control.

Penalties: No postseason play in 1990-91 and 1991-92; no televised play in 1990-91; expense-paid visits for basketball recruits reduced to 8 from 15 in 1990-91 and to 12 in 1991-92; scholarships cut in 1990-91 to 13 from 15, and initial grants limited to two in 1991-92 and three in 1992-93; probation from October 1990 to October 1993.

OKLAHOMA STATE U.

Violations: Improper payments to football players; improper recruiting inducements to prospective players; lack of institutional control.

Penalties: No postseason football play through 1991-92; football scholarships cut to 20 from 25 through 1991-92; probation from January 1989 to January 1993.

SOUTHEASTERN LOUISIANA U.

Violations: Improper benefits to men's basketball players; improper recruiting; lack of institutional control.

Penalties: University suspended the 1989-90 basketball season for financial reasons; NCAA banned scholarships in 1989-90 and cut them to 7 from 15 in 1990-91; probation from October 1989 to October 1994.

TEXAS A&M U.

Violations: Improper involvement by a "street agent" in recruiting men's basketball players; improper benefits to basketball recruits; unethical conduct by a former head coach and a former assistant coach.

Penalties: No postseason competition in 1991-92; new basketball scholarships limited to two in 1992-93; paid campus visits for basketball players cut to 8 from 15 in 1992; probation from November 1991 to November 1993.

TULANE U.

Violations: Improper benefits to tennis player by former men's tennis coach, who then lied to university and NCAA investigators.

Penalties: Public reprimand and barring former coach recruited to appeal before infractions committee; if he seeks work at an NCAA member institution through 1993, probation from August 1991 to August 1993.

U. OF THE DISTRICT OF COLUMBIA

Violations: Allowing academically ineligible athletes to compete; excessive and improper financial aid; lack of institutional control.

Penalties: University suspended football for the 1990 and 1991 seasons and women's basketball for the 1990-91 season and the entire 1991-92 season; infractions committee barred coach from coaching at any institution; if he seeks work at an NCAA member institution through 1993, probation from August 1991 to August 1993.

U. OF ALABAMA

Violations: Improper recruiting; unethical conduct by the former coach.

Penalties: Improper benefits to men's basketball players; improper recruiting; lack of institutional control.

Penalties: No postseason competition in football in 1990-91; basketball scholarships cut to 13 from 15 in 1991-92, and to 14 in 1992-93; probation for both teams from September 1990 to September 1992.

U. OF ILLINOIS AT URBANA-CHAMPAIGN

Violations: Improper benefits to men's basketball players; improper recruiting; lack of institutional control.

Penalties: No postseason basketball competition in 1990-91; no expense-paid campus visits for basketball recruits and no off-campus recruiting by coaches in the 1991 calendar year, and only two coaches allowed to recruit off the campus in 1992; initial basketball scholarships limited to two in 1991-92 and 1992-93; probation from November 1990 to November 1993.

U. OF IOWA

Violations: Improper benefits given to men's ice hockey players by a booster; unethical conduct by former hockey coach, lack of institutional control.

Penalties: No postseason play in 1991-92; probation from March 1991 to March 1993.

U. OF MARYLAND AT COLLEGE PARK

Violations: Improper benefits to recruits; sale of complimentary tickets by players; unethical conduct by former coaches and staff members; lack of institutional control.

Penalties: No postseason play in 1991-92; no televised play in 1990-91; loss of two scholarships through 1991-92; probation from August 1990 through August 1993.

U. OF MICHIGAN

Violations: Improper benefits and financial aid given to baseball players, including about \$82,000 in profits from the sale of football programs and pay for work not done; unethical conduct by a former baseball coach; lack of institutional control.

Penalties: The university barred all recruiting in 1989-90, eliminated a coaching position, and limited new baseball scholarships to zero in 1990-91, 10 in 1991-92, and 11 in 1992-93. Instead of 13 each year, Big Ten Conference barred the team from postseason and televised play through 1990-91. NCAA deleted Michigan's records from the 1984-89 national tournaments and required the university to return \$42,116 in revenue from those tournaments; probation from March 1991 to March 1993.

U. OF MINNESOTA-TWIN CITIES

Violations: Improper benefits to football players; improper recruiting in men's basketball; improper induction to ineligible players.

Penalties: Football team barred from postseason play in 1991-92; basketball team limited to 12 scholarships, rather than the usual 15, in 1991-92; probation from March 1991 to March 1993.

U. OF MISSISSIPPI

Violations: Improper financial aid to a basketball player; unethical conduct by the former coach; improper recruiting.

Penalties: No postseason play in 1990-91; no expense-paid campus visits for recruits in the 1991 calendar year; only one coach allowed to recruit off the campus in 1991; initial basketball scholarships cut to one in 1991-92 and two in 1992-93; probation from November 1990 to November 1992.

U. OF NEVADA AT LAS VEGAS

Violations: Recruiting violations in men's basketball discovered by the NCAA in 1977.

Penalties: No postseason or televised competition during the 1991-92 academic year.

U. OF THE PACIFIC

Violations: Airline tickets and other improper benefits provided to men's basketball players.

Penalties: Loss of one basketball scholarship in the 1991-92 and 1992-93 seasons; probation from April 1991 to April 1993.

U. OF TENNESSEE

Violations: Improper recruiting in football; unethical conduct by a former assistant football coach.

Penalties: University fired assistant coach and declined to replace him (leaving the institution with eight assistants instead of the usual nine), and limited itself to 85 scholarships in 1992-93 and 1993-94, instead of 95; NCAA placed Tennessee on probation from September 1991 to September 1993.

U. OF TEXAS-EL PASO

Violations: Improper benefits given to men's basketball players by coaches; improper recruiting by coaches and boosters; coach tutored a recruit for a high-school-equivalency examination; lack of institutional control.

Penalties: New basketball scholarships limited to two in the 1992-93 and 1993-94 seasons; paid campus visits for recruits limited to 8 instead of the usual 15 in 1992; probation from October 1991 to October 1994.

UPSALA COLLEGE

Violations: Cash payments and improper loans made to men's basketball players; improper financial aid given to basketball players; improper recruiting; lack of institutional control.

Penalties: No postseason basketball play in the 1990-91, 1991-92, and 1992-93 academic years; games limited to 22 from 28 in the 1990-91 season; alumni barred from recruiting through 1991-92; probation from September 1990 to September 1995.

VANDERBILT U.

Violations: Improper contact with recruits; unethical conduct by former women's basketball coach, who lied to NCAA investigators.

Penalties: University agreed to forfeit one scholarship in women's basketball in 1992-93 and to provide 10 instead of the usual 15 paid campus visits to athletes in 1991-92.

Athletics

College Football Group Won't Seek Quick Reversal of NCAA Reforms

Continued From Page A29

time we have to put a roadblock on that hill."

Ken Hatfield, football coach at Clemson University and head of the CFA's coaches' committee, said the coaches felt like they were under attack from all sides.

In the last two years the NCAA has raised academic standards for athletes and cut the number of football scholarships and coaches.

The coaches are also angry at the National Football League for allowing its teams to draft players after their third collegiate year.

"How far can you continue to cut without damaging the game seriously?" Mr. Hatfield asked. "We're trying to figure out where the bleeding's going to stop."

Some things at the meeting went the coaches' way. The directors and faculty representatives supported several recruiting measures, and the group agreed to sponsor a proposal to let athletes play in pads all 15 days of spring practice.

"We ought to have the right to work on fundamentals and protect the student-athletes," Mr. Hatfield said. "This is for our kids' sake, for safety's sake, for the good of the game."

Civil-Rights Official Speaks

The CFA meeting raised the specter of another potentially grave threat to college football—the campaign to promote equity for women's sports—and offered evidence

that the men who run the programs still do not see it coming.

The association listened to a speech by Michael L. Williams, Assistant Secretary of Education for civil rights, who outlined the implications and standards of Title IX of the Education Amendments of 1972, the federal laws that bar sex discrimination at institutions that receive federal aid.

Serious About Title IX

Mr. Williams sought to put the group at ease, saying the department wanted to help colleges meet the law's requirement that they provide equitable opportunities and money for men and women.

However, Mr. Williams also insisted that the government was serious about Title IX compliance, and he made it clear that the law contained no clause exempting football from its requirements.

The CFA's members gave Mr. Williams a polite reception, but only two athletics directors spoke up during a question-and-answer session. In an attempt to provide a more precise answer to one of them, Mr. Williams asked him if he represented a particular college.

"Yes, but I'm not going to tell you which one," he said, to chuckles from the crowd. (It was Jake Crouthamel, athletics director at Syracuse University.)

After the session, however, a small group surrounded Mr. Williams as he left the podium. One

athletics director, Stan Sheriff of the University of Hawaii, complained about the financial crunch his program was under and speculated, colorfully, whether his institution could comply with the law.

"If we're supposed to do everything you're expecting us to, you might as well arrest me now," Mr. Sheriff said.

Joe Dean, the athletics director at Louisiana State University, asked whether Congress might provide an exemption for football.

"You don't think we can get a little relief in that area, for football?" Mr. Dean asked. Said Mr. Williams: "I don't see it coming."

Across town, another group of football coaches and sports officials—those from colleges that compete in Division I-AA, the next

tier of football programs below the game's biggest powers—met to discuss issues important to them. It was the first time officials from I-AA had ever met independently.

Stung by Suggestion

In many ways that meeting shadowed the CFA caucus. The I-AA coaches also sought ways to stop the NCAA rule that will cut their scholarships to 63 from 70 by 1994. They were particularly stung by a suggestion offered by Richard D. Schultz, the NCAA's executive director, that the I-AA programs stop trying to compete with I-A and cut their scholarships to 40.

Division I-AA directors and commissioners didn't like Mr. Schultz's comment much either, but asked the coaches to be realistic about the cut to 63. The group also supported a measure to give athletes a fifth year of eligibility, and endorsed the move toward 15 days of pads in spring practice.

Female Athletes Press Equality Claims at Bowdoin, New Mexico

Bowdoin unjustly favors men's sports. Title IX requires institutions that receive federal aid to provide equitable treatment to men and women.

Women's Soccer Planned

New Mexico cut the women's gymnastics program in April and announced plans to replace it with women's soccer. The action came two weeks after the team's coach resigned because of alleged violations of National Collegiate Athletic Association rules.

In the lawsuit, filed in U.S. District Court in Albuquerque, members of the former team claim that the institution was "committed to providing comparable athletics offerings for women as for men."

elimination of the program legal under Title IX.

Linda Estes, associate athletics director for men's and women's sports, said the addition of women's soccer would increase the opportunity for women to participate in the university's sports program because it would interest more students and involve more players.

At Bowdoin, officials declined to comment on the athletes' specific allegations that the institution discriminates against female athletes in the awarding of financial aid, the scheduling of events, and the hiring and compensation of coaches. A college spokesman did say that the institution was "committed to providing comparable athletics offerings for women as for men."

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International

M. Fall Ainina, an associate professor of finance at Wright State University, has taken a leave of absence from that post to serve as Mauritania's Ambassador to the United States.

"I would like to start a new economic relationship between our two countries and attract more American business," Mr. Ainina said.

Two years ago Mauritania shifted from a military government to a multi-party democracy. Presidential elections were held in January 1991. Mr. Ainina has been serving as an adviser to the winner, President Maouya Taya, since last July.

Mr. Ainina wants to attract tourism to his native country, which boasts the longest beach in Africa. He said he also planned to establish student- and cultural-exchange programs and was working first on an exchange involving Wright State.

Mr. Ainina said that he planned to return to teaching eventually, and that he would always consider himself part of the university's family. "When President Bush asked me what I had done before, I told him I was on the faculty of Wright State University."

Mikhail Gorbachev will make his first visit to Israel next week, where he will be honored by the Technion-Israel Institute of Technology.

The institution will present the retired head of the former Soviet Union with its Harvey Prize for his contributions toward advancing peace in the Middle East.

The prize, which includes a \$35,000 cash award, is sponsored by the American Society for Technion, the institution's U.S. fund-raising arm. It is named in memory of Leo Harvey of Los Angeles, who had been a leader of the society.

In an interview on French television, Education Minister Jack Lang said he planned to increase the autonomy of the country's universities. But, he added, an overall national policy was needed to supply cohesion to higher education in France.

Mr. Lang said universities must adapt to the times. "I want universities to remain a place for 'high learning,' for literature and philosophy," he said. "But they must also offer short, more professionally oriented degrees that will respond to the needs of business."

Asked if he was in favor of sharply reducing the number of fields in which diplomas are awarded for two years of university study, as his predecessor had recommended in a controversial reform proposal that Mr. Lang has tabled, the minister said he preferred a case-by-case approach. "I think it's best if each university decides, with the government, which disciplines it wants to offer," he said. Further details of his own reform plans will be forthcoming, Mr. Lang said.

International

Sanctions Will Bar Serbia and Montenegro From Fulbright Program in 1992-93

Civil war may keep at home any participants from other parts of what used to be Yugoslavia

By SCOTT JASCHIK

WASHINGTON

Scholars from Serbia and Montenegro will be barred from the Fulbright program in 1992-93 under sanctions imposed by President Bush against those two republics, which now claim to make up Yugoslavia.

Students and faculty members from Bosnia-Herzegovina, Croatia, Macedonia, and Slovenia will be allowed to participate, but it is unclear whether many of them will be able to leave their homes to accept positions at American institutions.

In the 1991-92 academic year, as the situation in Yugoslavia deteriorated, Americans who had been awarded Fulbright grants to work in Yugoslavia were assigned to other countries or given the option of postponing their grants. Yugoslav recipients of Fulbright awards—from all of the republics—were allowed to come to the United States.

For the coming academic year, there is a chance that Americans will be permitted to accept Fulbright grants to go to Slovenia, but U.S. officials expect to cancel grants again for visits by Americans to other re-

publics. The United States Information Agency, which runs the Fulbright program, bases its decisions on State Department travel advisories and on government sanctions imposed by the President, according to Lawrence I. Plotkin, chief of the European academic exchanges branch of the USA.

Mr. Plotkin said the Fulbright program with Yugoslavia was considered to be highly successful before the civil war there. About 50 Americans typically went to Yugoslavia each year, and about the same number of Yugoslavs came to the United States, he said.

"It was a very strong program," said Mr. Plotkin, who was cultural attaché at the U.S. Embassy in Belgrade from 1984 to 1990.

He added: "It's a country that's interesting to scholars for its history and its culture and very diversity as a country when it successfully packaged a wide variety of ethnic groups."

No Longer a Bilateral Group

A joint American-Yugoslav commission managed the exchanges, but Mr. Plotkin said the commission was no longer functioning as a bilateral group. The USA cannot set up new commissions with the former Yugoslav republics until full diplomatic relations are established between the United States and those republics, Mr. Plotkin said.

Americans working at the commission office in Belgrade and at U.S. consulates are continuing to promote the Fulbright program, Mr. Plotkin said. As recently as two weeks ago, he said, interviews were being held with Fulbright applicants from Macedonia and Slovenia. "But the ability of someone to get out and accept a grant is another issue," he said.

He added: "The program has maintained credibility in the academic community."

Russia's Science Academy Forms U.S. Firm to Solicit Commercial Research Contracts

By KIM A. McDONALD

FALLS CHURCH, VA.

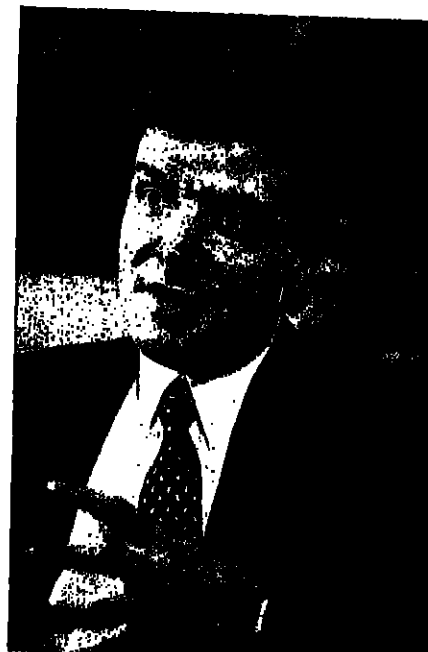
In an effort to generate millions of dollars in revenue for science institutes in Russia, that country's academy of sciences has formed an American corporation to solicit commercial contracts for research involving Russian scientists.

Based here in a suburb of Washington, the unusual commercial venture, Russian-American Science Inc., was formed this spring in a partnership involving the academy and two Omaha-based companies with business interests in Russia—California Energy International and Peter Kiewit Sons.

The new company is run by two former diplomats who had been assigned to the Russian Embassy in Washington—Anatoliy V. Shishkin, a former science adviser, and Vladimir Akulin, a former economic counselor. Both hold the title of vice-president of Russian-American Science.

In an interview, Mr. Shishkin said the company would serve as the U.S. commercial representative for the Russian

Continued on Page A34



ANATOLIY V. SHISHKIN, A VICE-PRESIDENT OF RUSSIAN-AMERICAN SCIENCE. "HUMANITARIAN AID IS IMPORTANT, BUT IT CANNOT HELP US FOREVER. IT IS JUST TEMPORARY RELIEF."

Hong Kong to Double Enrollments and Add up to 3,000 Academic Posts

By PAUL DESRUISSEAU

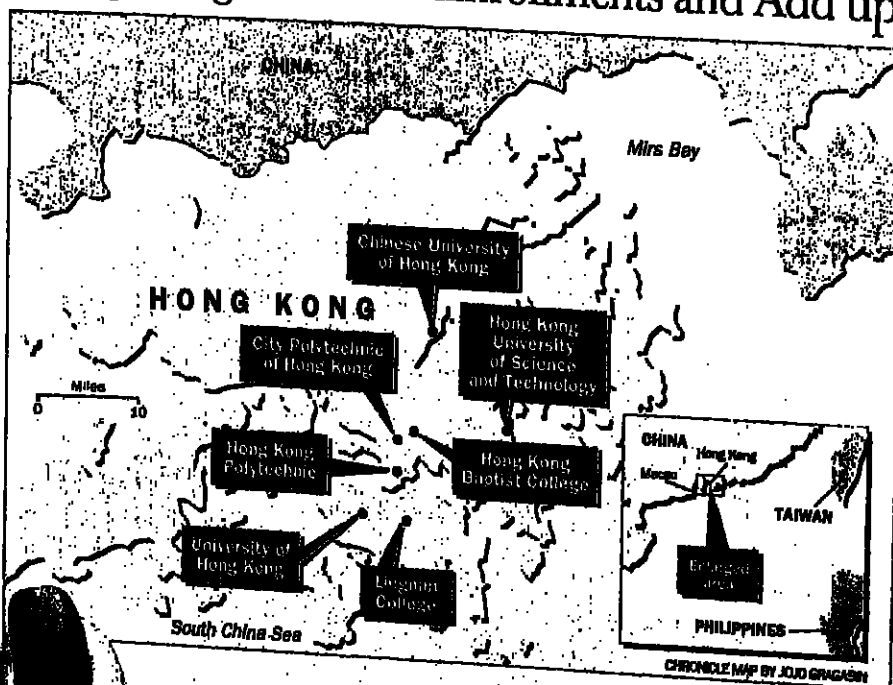
CHICAGO

Higher education in Hong Kong has embarked on a massive expansion program.

Five years before it is to be turned over to the People's Republic of China, the British colony wants to double the number of places for first-year students at its seven colleges and universities—to 15,000 by the 1994-1995 academic year. In the same period, Hong Kong will fill between 2,000 and 3,000 new academic positions at the Ph.D. level. Most of those jobs are expected to go to scholars from outside the colony.

About 1,000 of the positions are at the new Hong Kong University of Science and Technology, which began limited operations last fall with about 700 students. Within four years it expects to enroll 7,000. A "working party" from the seven Hong

Continued on Page A34



Students line up to register for classes at the National Autonomous University of Mexico, which has an enrollment of 270,000. Tuition at the institution has not gone up in 44 years; it now costs less to attend the university than it does to take a Mexico City cross-town bus.

Student Leaders Say They'll Shut Down Autonomous U. of Mexico if It Pursues Its Plan to Raise Tuition for First Time in 44 Years

By RHONA STATLAND DE LOPEZ

MEXICO CITY

Student leaders at the National Autonomous University of Mexico have pledged to mobilize opposition and shut down the institution if it follows through on its plan to increase tuition for the first time in 44 years.

Six months ago officials of the university said they could wait no longer for government funds to finance long-needed improvements and hence would raise tuition. But the exact amount of the increase still has not been decided. A committee appointed by the university's rector that had been scheduled to make its recommendation last month failed to do so.

Some observers say the delay is a result of the university's efforts to build a wide base of support for the increase and to put in place a comprehensive financial-aid plan that would soften the

impact of the tuition hike on the institution's 270,000 students. Others say that the longer the process goes on, the more likely it is to cause controversy.

Equivalent of 6 Cents

"By now, we just wish the university would announce the increase in order to break the tension," says Enrique Daltabuit, director of academic computer services at the institution. "It would be a relief to let whatever reaction is anticipated actually happen."

The annual tuition at UNAM, as the university is commonly known, now is less than the cost of a cross-town bus in

Mexico City. It has not been raised since 1948, when it was set at 250 pesos a year. At the time, that amount was substantial—tuition revenues then provided 25 per cent of the university's operating budget—but years of inflation and devaluation have turned it into the equivalent of six cents.

Laboratories, libraries, equipment, and entire buildings have fallen into disrepair for lack of funds. Many faculty members have left in search of better-paying positions at private universities. Federal subsidies have been insufficient, especially since Mexico has endured a decade of economic crisis from

which it is just now recovering. But despite its bleak financial outlook, the university has been loath to raise tuition. "One of the major reasons for this reluctance," says Gerardo Lopez Ruiz, a 1965 graduate of UNAM's School of Economics who is now a development banker here, "is the country's commitment to the idea of a free education for all."

A Promise to the Masses

Says Mr. Daltabuit: "UNAM is a symbol of Mexico's promise to the masses since the Revolution of 1910 that they will be able to improve themselves through education."

Article 3 of the Constitution states that all Mexicans are entitled to a free education. Whether or not this includes higher education is a subject of debate.

While most students seem to recognize

Continued on Following Page

"By now, we just wish the university would announce the increase in order to break the tension. It would be a relief to let whatever reaction is anticipated actually happen."

Hong Kong to Double Enrollments and Add up to 3,000 Academic Posts

Continued From Page A32
Kong institutions conducted recruiting tours of the United States, Canada, and Britain this past winter and now are making offers to potential faculty members. The Chinese University of Hong Kong already has extended 80 such offers for the fall, according to Mark L. Sheldon, director of its Office of Academic Links.

"These institutions are making plans for life beyond 1997," said Mr. Sheldon. China will take over the colony on July 1, 1997, when Britain's 99-year lease expires. Mr. Sheldon was one of several university officials from Hong Kong and experts on the region who spoke about changes in higher education in the colony at the annual meeting here of NAFSA: Association of International Educators.

The recession that has forced universities in the United States and some other nations to make cuts in programs and staff has not hit Hong Kong. The stock market is soaring, as are local real-estate prices. Last year the government announced \$16-billion (U.S.) in development projects—including roads, railways, and a new airport.

Gift From Jockey Club

The higher-education expansion is being financed by tax revenues as well as by private philanthropic support. The Royal Hong Kong Jockey Club, a private organization that controls gambling revenues in the colony, has provided \$250-million of the construction costs of the new science and technology university, while the government has provided about \$350-

million in building and start-up funds. Cost overruns on the project have sparked some local controversy.

In addition to the science university, the colony's higher-education system includes the Chinese University of Hong Kong, the University of Hong Kong, and four other degree-granting institutions: City Polytechnic of Hong Kong, Hong Kong Baptist College, Hong Kong Polytechnic, and Lingnan College.

Glenn L. Shive, a consultant and former head of the Hong Kong bureau of the Institute of International Education, said the colony was putting its financial resources into strengthening its institutions and its infrastructure in advance of 1997. "The economy there is a knowledge-intensive one, and they recognize the need to build up the research and development infrastructure," he said.

However, he noted, the growth in higher education is required by changes in Hong Kong itself.

"We tend to look at this expansion through the lens of 1997, but the real forces that are shaping the fundamental changes in higher education there are really longer term," he explained. "Simply put: It's time for the university-level education system to grow. Elementary education in Hong Kong was required by law only in 1971, and in the 70's the elementary system grew, in the 80's the secondary system grew. So no matter what hap-

pens in 1997, it would still be time to absorb this first large cohort of middle-class Hong Kong kids heading to higher education."

By the time the expansion program is completed in 1995, an estimated 25 per cent of high-school graduates in Hong Kong will go on to higher education in the colony, a figure up from 18 per cent in 1991 and less than 5 per cent in 1980. Right now as many Hong Kong students who are enrolled in higher

"The brain drain has stabilized. A lot of people are leaving, but there's always been an import and export of talent from Hong Kong."

education in the colony—close to 40,000—are being educated overseas, including some 12,000 on U.S. campuses.

Mr. Shive said some of the challenges facing Hong Kong had been exaggerated. "This sense of impending doom and this notion of brain drain seem to be the Hong Kong image that has stuck with Americans," he said. "And it's still sticking, even after it is relevant."

"The brain drain has stabilized. A lot of people are leaving, but

there's always been an import and export of talent from Hong Kong."

Most of the new faculty positions in Hong Kong are at the assistant professor level, although some higher-ranking posts are also being filled. To help attract new academic blood, Hong Kong institutions are trying to arrange joint professorial appointments with universities in other countries.

According to Mr. Sheldon, most of those who will be brought to Hong Kong from North America are not Chinese-area scholars, although many will have special Chinese linguistic or cultural skills. "Overseas Chinese" are one of the targets of the recruiting drive. The vice-chancellor of the University of Science and Technology, Chi-wie Woo, left the presidency of San Francisco State University for its post in Hong Kong.

Mr. Sheldon said Hong Kong universities were seeking to develop better ties with higher education in China and overseas.

One important development at this front is the establishment of a new Center for American-Hong Kong Education Exchanges, to be based on the campus of the Chinese University. The project is co-sponsored by the American Council of Learned Societies, the Institute of International Education, the Social Science Research Council, and the United States Information Agency. Mr. Sheldon said the center would serve as "a switchboard" to help American universities relate to higher education in Hong Kong.

International

Neatne Droppings

MORE WOMEN are being named to college and university presidencies. Of the nearly 140 chief executives named so far in 1992, 39 are women. And several—Vivian A. Bull at Linfield College, Sandra Packard at Oakland University, and Susan Resneck Parr at the University of Puget Sound among them—are the first women to head their institutions.

This week's Gazette carries the appointment of Ann H. Dio as president of Hendrix College. The news that the trustees had named the college's first female president elicited this response from Katherine P. Mitchell, president of Shorter College and the only other female president of an Arkansas college or university: "Isn't that wonderful? Way to go, Hendrix!"

In a twist, Southern Seminary College, a two-year college for women in Virginia, recently named a male president: Col. John W. Ripley, professor of naval science at the all-male Virginia Military Institute. Mr. Ripley is a staunch believer in single-sex education and said he would resist any effort to make the college coeducational, explaining, "There's a lot of frivolous nonsense that goes on on campuses where you have both sexes."

Colonel Ripley will end a 30-year career in the U.S. Marine Corps when he succeeds Joyce O. Davis on July 1.

Reed College mounted a very broad-ranging presidential search after James L. Powell resigned in 1991 to become president of the Franklin Institute in Philadelphia. Headed by Stephen McCarthy, an alumnus, the search sought advice from all possible constituencies. (There had been a great deal of criticism of the process that ended in Mr. Powell's appointment in 1988.)

The search ended last month when Steven S. Koblik, dean of the faculty and professor of history at Scripps College, was named president.

Last fall, a member of Reed's Board of Trustees had opined, "Reed's not ready for a woman president."

In February 1991, Paul J. Olscamp, president of Bowling Green State University, announced that he would retire in June 1994. This spring, Mr. Olscamp, who is 54 and a professor of philosophy, changed his mind and decided he'd like to stay in office a little longer. The university's trustees subsequently voted to extend his contract through the 1995-96 academic year—freezing his salary at \$132,000, its current level.

Last year Hamilton I. McCubbin, dean of the school of family resources and consumer sciences at the University of Wisconsin at Madison, accepted a job as senior vice-president for academic affairs at the University of Hawaii—effective this July 1. In late May Mr. McCubbin said he would not take the job because Hawaii's Board of Regents had not yet given tenure to him and his wife, Marilyn. Mrs. McCubbin recently was granted tenure in Wisconsin's school of nursing.

And what are you doing on your summer vacation? Henry Panlon, a Grammy-winning assistant professor of music at the University of Alabama at Birmingham, will spend his conducting a 35-piece orchestra for Steve Wonder's nine-country European tour.

Said Mr. Panlon: "It's a major responsibility and a major opportunity. I'm almost numb with excitement."

Russians Form an American Company to Solicit Research Contracts

Continued From Page A32
Academy of Sciences. In that role, the company will help the academy's institutes obtain contracts from U.S. companies and promote research by scientists in Russia that could lead to commercial developments in both countries.

Mr. Shishkin said the academy hoped the commercial partnerships that develop from the research would promote long-term collaboration with American companies

academy will develop new technologies that can be applied by American companies to environmental problems in both countries. Such technologies include the use of electron beams for sterilizing municipal and industrial waste, and the use of accelerators to convert nuclear waste to non-radioactive substances.

In a similar agreement with the Federal Computer Corporation of Falls Church, the academy will use leading mathematicians and scientists working in Russia to develop high-quality computer software for American companies.

Mr. Akulin said the joint agreements with the two American companies would provide the academy with expertise in dealing with U.S. commercial regulations. In return, Russian-American Science will provide contacts and advise some of the companies involved on how to establish businesses in Russia.

He said each of the agreements would involve hundreds of researchers in Russia and generate millions of dollars in revenue.

First of Its Kind

Mr. Shishkin said the formation of Russian-American Science was the brainchild of Yuri A. Ossipyan, a member of the academy's presidium who had long promoted collaboration between American and Russian scientists. Mr. Ossipyan serves as the new company's president, while Yuri S. Osipov, president of the Russian academy, is the company's director.

Russian-American Science was the first venture of its kind for the academy, said Mr. Shishkin. Academy officials had decided to locate it in the United States, he said, because of the enormous potential for commercial contracts here and the long tradition of U.S. collaboration with Russian scientists.

If the venture proves to be successful, Mr. Shishkin said similar companies could be formed in Europe, Japan, or even South Korea.

But, he emphasized, "Right now, we don't have such plans. We'd like to prove this model can work. Then we can think about the other possibilities."

"The financial situation of the academy now is so difficult that only a few institutes can afford to buy new equipment or new computers."

and bring some financial stability to the academy's institutes.

"Humanitarian aid is important, but it cannot help us forever," he said. "It is just temporary relief. What is really helpful to us are mutual projects in a variety of fields."

In the short term, the commercial contracts will help the academy by providing hard currency to the academy's 350 research institutes and 65,000 scientists, many of whom have no funds to buy equipment or chemicals to maintain their laboratories.

"The financial situation of the academy now is so difficult that only a few institutes can afford to buy new equipment or new computers," Mr. Shishkin said. "Very often our institutes have money only to pay salary. And the salary is not enough for the scientists."

Two agreements already have been signed with Russian-American Science that will focus the academy's commercial efforts on two areas of research—the development of new methods for the disposal of municipal and nuclear wastes, and the development of computer software.

In the first agreement, made with Science Applications International Corporation of San Diego, the

Autonomous U. of Mexico Weighs Controversial Tuition Hike

Continued From Preceding Page
nize the need to raise fees, a small group—including elected student-body officials—argue against it. This is another reason for the administration's slow pace in making the tuition increase official. In 1988, when the former rector, Jorge Carpizo, tried to raise tuition, the action sparked riots.

The current rector, José Sarukhán, hoping to avoid such a reaction, included the entire university community in the decision making. The University Council even held hearings on the question.

Opinions came from a variety of sources. Antonio Gago Huguet, director of higher education for the Secretariat of Public Education, said that tuition in public universities should be raised so that added government subsidies could be used to improve research facilities.

Cecilia Romero, secretary general of the opposition National Action Party, said it was "disposed toward any initiative that would augment the economic resources of the university."

Most of those who have spoken out on the issue favor a tuition increase. The big question is how much. Says Barique Dalabuit: "One way out of the problem is to take the original 250-peso tuition and bring it up to what its equivalent would be today—about 500,000 pesos per year," or \$170.

"My guess is that a compromise solution will set the tuition at one million pesos," which would be around \$325 a year, a figure not far off the latest tuition rumors.

But many students attending

UNAM today would blanch at such an amount. "Numerous families cannot afford to support their children who are attending UNAM, even though it is nearly free," says Silvina Levi, coordinator of the geography department. "This leads to what we call 'fossil' students, who take eight or nine years to graduate because they must work to support themselves."

The university wants to insure that students who will not be able to afford the higher tuition will have scholarships or loans available to them. But establishing such ambitious programs from scratch takes time, and many academics say that UNAM does not want to announce the tuition rate until such programs are in place. Others say the university is dragging its feet.

Most Professors Favor Hike

Despite the threats by some students, the majority of those at UNAM understand that tuition has to be raised. Says Aldo Gomez, a first-year student of library science: "The school has to increase its fees to provide us with modern facilities, such as a computer center, which we really need."

Most faculty members at UNAM also favor a tuition hike. Their salaries, despite some raises, have fallen far behind inflation, and their buying power has dropped 50 per cent over the past decade. Many faculty members say they are hanging on to their jobs in the hope that the tuition increase will provide a decent salary for them.

Usually the leader in public higher education in Mexico, UNAM has

chosen to be the last holdout on tuition. Most of the country's public universities have increased tuition substantially in recent years. The University of Juárez now charges \$240 annually, the University of Aguascalientes charges \$170, and the autonomous Metropolitan University in the state of Mexico charges \$46.

The rates at private institutions are much higher. At the University of Anáhuac in Mexico state, annual tuition is \$5,320, while students at Monterrey Institute of Technology pay \$4,500.

Label of 'Elitism' Feared

But the National Autonomous University of Mexico, which sprawls out over an 800-acre main campus and four other centers in the city, fears being labeled "elitist." Just as the university's magnificent murals by outstanding Mexican painters heralded the idea of art for the masses, UNAM is dedicated to educating "the people." The institution says it is doing everything it can to carry on the tradition of making higher education available to all who want it.

Yet, in its effort to offer an education to all, critics say UNAM—which has an open-admissions policy—is not providing a very good education to anyone. Mexico's private sector generally avoids hiring graduates of UNAM in favor of those educated at private universities, who are seen as being better prepared academically.

Unless UNAM raises its tuition, says Gerardo Lopez Ruiz, "it will be unable to raise its standards."

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

Carol Ann Jobe
College Misericordia



James E. McLeod
Washington
University (Mo.)



Ann H. Dio
Hendrix College



John A. Dunn, Jr.
Dean Junior College



Eric H. Gould
Drew University



Ruben Armifiana
Sonoma State
University

Lee R. Kerschner
California State University-
Stanislaus

New college and university chief executives: Bucks County Community College, James J. Links; California Lutheran University, Luther Luedtke; California University of Pennsylvania, Angelo Armenti, Jr.; College Misericordia, Carol Ann Jobe; DeVry Institute of Technology, David G. Moore; Golden Gate University, Thomas M. Stauffer; Los Angeles City College of Los Angeles Community Colleges, Jose Robledo; Mississippi Delta Community College, Bobby S. Garvin; Sonoma State University, Ruben Armifiana; Southern Seminary College, John W. Ripley; Southwest Community College of Los Angeles Community Colleges, Carolyn G. Williams; State University of New York A&T College at Cobleskill, Kenneth Wing; University of Akron, Peggy Gordon Elliott; University of Massachusetts, Michael K. Hooker.

Other new chief executive: International Reading Association, Alan E. Farstrup.

Appointments, Resignations

Allee E. Adelman, director of news and editorial services at Mary Baldwin College, to director of communications at Union Theological Seminary in Virginia.
Dorothy Allen, assistant provost at Southeast Missouri State U., to vice-president for academic affairs at Eastern New Mexico U., effective August 1.
David Anthony, associate director of admissions at American U., to director of admissions at Westbrook College.
Angelo Armenti, Jr., director of planning and professor of physics at Villanova U., to president of California U. of Pennsylvania.
Ruben Armifiana, vice-president for finance and development at California

State Polytechnic U. at Pomona, to president of Sonoma State U.
Raquel Portillo Bauman, dean of student development at U. of Bridgeport, to director of the El Paso Institute for Border Community Health at U. of Texas at El Paso.
Forest G. Benedit, director of human services at U. of Missouri System, to director of human-resource management at Louisiana State U.
Michael S. Bever, assistant vice-chancellor for development at U. of California at San Diego, to vice-president for development and alumni relations at Grinnell College.
Kaye Bloodworth, professor of information systems and communications at Georgia College, also to director of graduate programs in business.
Gary Bouse, doctoral candidate at Indiana U., to director of annual giving at Georgia Southern U.

James Chasebro, director of education services at Speech Communication Association, to chair of communication at Indiana State U.
William W. Chumney, chancellor of U. of Wisconsin at Platteville, to visiting professor of anthropology at U. of Wisconsin-Fairfield, effective December 31.
Pamela A. Cook, associate director of development in the school of engineering at Stanford U., to associate dean for development in the college of arts and sciences at U. of Virginia.
Susan J. Cotter, dean of instruction for industry and technology at El Camino College, to vice-president and assistant superintendent for educational services at Cuesta College.
Georgia M. Daniel, director of financial aid at Lincoln U. (Pa.), to director of financial aid at William Paterson College.

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Gazette

Harold Delaney, executive vice-president emeritus of American Association of State Colleges and Universities, to interim director of the University of Wisconsin at Stevens Point, effective August 1.

Ann H. Die, dean and chief executive officer of H. Sophie Newcomb Memorial College and associate provost of Tulane U., to president of Hendrix College, effective September 1.

Paul Dixon, associate dean of the college of education at U. of South Carolina, to dean of the college of education at U. of North Texas, effective September 1.

Michael Drake, former director of development for the Oregon chapter of the Arthritis Foundation, to director of annual giving at Pacific U.

John A. Dunn, Jr., former vice-president for planning at Tufts U., to acting president of Dean Junior College.

Peggy Gordon Elliott, chancellor of Indiana U.—Northwest, to president of U. of Akron, effective August 1.

Sarah Farley, former budget director of City of Austin, Tex., to associate director of planned and major gifts and executive assistant to the vice-president at Northwestern U.

Linda J. Fink, interim university librarian at Old Dominion U., to university librarian at Radford U.

May Finger, director of development at U. of Wisconsin at Milwaukee, to director of development for the university library at Northwestern U.

Caroline M. Fisher, associate professor of marketing at Loyola U. (La.), to director of graduate programs in the college of business administration.

Linda Burdman Flanner, member of the development staff for the school of law at Northwestern U., to associate director of development for the college of arts and sciences.

Bobby S. Garvin, vice-president of Mississippi Gulf Coast Community College, to president of Mississippi Delta Community College.

Tami B. Gibbons, former assistant director of financial aid at Southern Methodist U., to director of federal and state programs in the office of student aid at Pennsylvania State U.

Elmore M. Gilroy, interim provost at Colorado State U., to provost and academic vice-president.

Caellia A. Goodrich, interim dean of the college of arts and sciences at Cleveland State U., to dean.

Eric H. Gould, vice-provost and dean of graduate studies at U. of Denver, to vice-president for academic affairs at Drew U.

Barbara Grachek, interim vice-president for academic affairs at St. Cloud State U., to vice-president.

Leo A. Haglan, provost and vice-chancellor for academic affairs at U. of Wisconsin at Platteville, to acting chancellor.

Richard A. Hanson, professor of history at Pomona College, to dean of faculty at Lawrence U.

Thomas H. Hartig, former director of development at Stephens College, to senior development director at Kent State U.

Colleen Hegmann, dean of students at College of St. Catherine, also to vice-president for enrollment management.

Christine Hendrick, director of public relations for the Brentwood and C. W. Post campuses of Long Island U., to university director of public relations.

Michael K. Hooper, president of U. of Maryland-Baltimore County, to president of U. of Massachusetts, effective September 1.

James C. Hunt, chancellor of U. of Tennessee at Memphis, has announced his resignation, effective in 1993.

Jerry Hutcheson, director of annual funds at Radford U., to director of university advancement.

Carol Ann Jobe, president of Mater Dei College, to president of College Misericordia.

Lee R. Kerschner, senior vice-chancellor for academic affairs at California State U., system, to interim president of California State U.—Stanislaus.

John P. Lamm, systems-engineering and marketing manager at International Business Machines Corporation (Scranton, Pa.), to director of development at Maryland College College (Pa.).

Jerry A. Lee, president of Dutchess Community College, effective August 31.

Richard G. Levin, professor and chairman of economics at Yale U., to dean of the graduate school of arts and sciences.

James J. Linke, dean of instruction at Calicut Community College, to president of Bucks County Community College.

Luther Luedtke, professor of English at U. of Southern California, to president of California Lutheran U., effective August 1.

Morton A. Madoff, chairman of community health at Tufts U., to dean of the school of medicine.

John M. Mason, librarian at U. of Michigan, to curator of the Iowa Women's Archives at U. of Iowa.

John F. Marshall, vice-president for institutional advancement at U. of Iowa, to vice-president for institutional advancement at Belmont Abbey College.

Richard C. McCauley, former president and chief executive officer of ARTSDAY-TOW, to vice-president for institutional advancement at Ringling School of Art and Design.

Brendan J. McDonald, president of St. Cloud State U., has announced his resignation, effective July 1.

Duncan McDonald, professor and associate dean of the school of journalism at U. of Oregon, to deputy director of the U. of Oregon Forum Media Studies Center at Columbia U., effective September 1.

Francis McGuire, dean of enrollment management at Loyola College in Maryland, to dean of graduate studies.

David D. McIntire, professor of educational and counseling psychology at U. of Missouri at Columbia, to dean of students at Azusa Pacific U.

James E. Meland, director of the African and Afro-American Studies Program at Washington U. (Mo.), to dean of the College of Arts and Sciences.

Thomas M. Moenagh, professor of social work at Loyola U. (Ill.), to dean of the school of social work.

David G. Moore, president of Mott Community College, to president of DeVry Institute of Technology at Los Angeles.

George E. Moore, university counsel at Temple U., also to university secretary.

Billy Kuzma Mydlowski, biology teacher in Central Bucks School District (Feasterville, Pa.), to academic dean at Manor Junior College.

Daniel Pantaleo, vice-president for academic affairs at Winthrop College, has announced his resignation, effective June 30, 1993.

Dorothy D. Payne, professor of music at U. of Connecticut, to director of the school of music at U. of Arizona.

Edward O. Pease, chairman and associate professor of journalism at St. Michael's College (Vt.), to associate director for publications at the Freedom Forum Media Studies Center at Columbia U., effective August 1.

Victor P. Pease, professor of psychology at Clarkson U., to dean of the school of management.

Marilyn Pedalingo, director of planning and research at Massachusetts Higher Education Assistance Corporation, to dean of planning, research, and development at Cape Cod Community College.

Alison M. Poller, former director of records and research at Hiram College, to associate director of development support services at Kent State U.

Bruce R. Powers, professor of communication studies at Niagara U., has retired.

Sam M. Pritchard, associate executive director of Association of Research Libraries, to director of libraries at Smith College.

Sally Hillman Redman, assistant director of admissions at Elizabethtown College, to associate director.

Robert Rinkels, professor of art at Concordia College (Minn.), has retired.

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Alexander Smith, dean of student life at Denison U., to vice-president for student life and dean of students at Wartburg College.

William T. Snyder, dean of engineering at U. of Tennessee at Knoxville, to acting chancellor.

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William G. Sawyer, university secretary at Temple U., has announced his retirement, effective June 30.

Thomas M. Stauffer, former president of U. of Houston at Clear Lake, to president of Golden Gate U.

Charles Sullivan, assistant dean of the graduate school of arts and sciences at Georgetown U., to associate dean for administration.

Margaret Sullivan, director of development and sponsored research at State U. of New York College at Purchase, to vice-president for external affairs and development.

Walter B. Waag, former president of Cleveland State U., to interim president of Ashland U.

Henry H. Walbesser, professor of information systems at U. of Maryland-Baltimore County, to dean of the graduate school at Baylor U.

Gary F. Waller, professor of literary and cultural studies at Carnegie Mellon U., to dean of the college of arts and sciences at U. of Hartford.

Richard R. West, dean of the school of business at New York U., has announced his resignation, effective in June 1993.

Carolyn G. Williams, acting vice-president and vice-provost for student services at Wayne State Community College, to president of Southwest Community College of Los Angeles Community Colleges.

Kenneth Wing, associate dean of the New York State College of Agriculture and Life Sciences at Cornell U., to president of U. of New York A&T College at Cortland, effective December 1.

Richard S. Witt, acting dean of the law school at U. of Tennessee, to dean.

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Richard S. Witt, acting dean of the law school at U. of Tennessee, to dean.

Paul C. Yuen, interim vice-president for academic affairs at U. of North Carolina at Mann, to interim president of the university system, effective September 1.

George E. Moore, university counsel at Temple U., also to university secretary.

Billy Kuzma Mydlowski, biology teacher in Central Bucks School District (Feasterville, Pa.), to academic dean at Manor Junior College.

Daniel Pantaleo, vice-president for academic affairs at Winthrop College, has announced his resignation, effective June 30, 1993.

Dorothy D. Payne, professor of music at U. of Connecticut, to director of the school of music at U. of Arizona.

Edward O. Pease, chairman and associate professor of journalism at St. Michael's College (Vt.), to associate director for publications at the Freedom Forum Media Studies Center at Columbia U., effective August 1.

Victor P. Pease, professor of psychology at Clarkson U., to dean of the school of management.

Marilyn Pedalingo, director of planning and research at Massachusetts Higher Education Assistance Corporation, to dean of planning, research, and development at Cape Cod Community College.

Alison M. Poller, former director of records and research at Hiram College, to associate director of development support services at Kent State U.

Bruce R. Powers, professor of communication studies at Niagara U., has retired.

Sam M. Pritchard, associate executive director of Association of Research Libraries, to director of libraries at Smith College.

Sally Hillman Redman, assistant director of admissions at Elizabethtown College, to associate director.

Robert Rinkels, professor of art at Concordia College (Minn.), has retired.

Richard V. Riddell, former director of the American Repertory Theatre's Institute for Advanced Theatre Training at Harvard U., to director of the program in drama and practice of the practice of drama at Duke U.

Col. John W. Ripley, professor of naval science at Virginia Military Institute, to president of Southern Seminary College.

Jose Robledo, acting president of Los Angeles City College of Los Angeles, to president.

Susan Rose, associate professor of theology at Loyola U. (Ill.), to director of women's studies.

Claudia Santini, doctoral candidate at school of business and entrepreneurship.

Susan Schroeder, associate professor of history at Loyola U. (Ill.), also to director of the Latin American Studies Program.

Joseph B. Schultz, director of the School of Family and Consumer Resources at U. of Arizona, to dean of the College of Human Ecology at Ohio State U.

Kenneth Shibata, director of the Beatrie campus of Southeast Community College (Neb.), has retired.

Joseph R. Shultz, president of Ashland U., has announced his retirement, effective July 1.

Alexander Smith, dean of student life at Denison U., to vice-president for student life and dean of students at Wartburg College.

William T. Snyder, dean of engineering at U. of Tennessee at Knoxville, to acting chancellor.

Don A. Schwartz, acting vice-president for academic affairs at California State U. at Fullerton, to vice-president.

William G. Sawyer, university secretary at Temple U., has announced his retirement, effective June 30.

Thomas M. Stauffer, former president of U. of Houston at Clear Lake, to president of Golden Gate U.

Charles Sullivan, assistant dean of the graduate school of arts and sciences at Georgetown U., to associate dean for administration.

Margaret Sullivan, director of development and sponsored research at State U. of New York College at Purchase, to vice-president for external affairs and development.

Walter B. Waag, former president of Cleveland State U., to interim president of Ashland U.

